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Person of the Month

Jacques Lacan (1901-1981)

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Prof. Suresh M. Makvana, PhD
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Ankit P. Patel

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Editor
Ankit P. Patel

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Message from the Desk of Editor

It gives me immense pleasure to welcome all to explore/publish/ comment in/on our journal, The International Journal of Indian Psychology (IJIP). There are a lot of challenges which the growing psychological face in the realms of basic necessities in life. Psychological thoughts can play a very distinct role in bringing about this change. One of the key objectives of research should be its usability and application. This journal attempts to document and spark a debate on the research focused on psychological research and ideas in context of emerging geographies. The sectors could range from psychological education and improvement, mental health, environmental issues and solution, health care and medicine and psychological related areas. The key focus would however be the emerging sectors and research which discusses application and usability in social or health context.

We intended to publish case reports, review articles, with main focus on original research articles. Over objective is to reach all the psychological practitioners, who have knowledge and interest but have no time to record the interesting cases, research activities and new innovative procedures which helps us in updating our knowledge and improving our treatment.

Finally, I would like to thank RED'SHINE International Publications, Inc for this keepsake, and my editorial team, technical team, authors and well wishers, who are promoting this journals. With these words, I conclude and promise that the standards policies will be maintained. We hope that the research featured here sets up many new milestones. I look forward to make this endeavour very meaningful.

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Person of the Month: Jacques Lacan (1901-1981)

Ankit Patel[1]

Born	13 April 1901 Paris, France
Died	9 September 1981 Paris, France
Citizenship	French
Known for	Mirror phase, The Real, The Symbolic The Imaginary, Graph of desire
Fields	Psychoanalysis



Jacques Lacan, in full Jacques Marie Émile Lacan (born April 13, 1901, Paris, France—died Sept. 9, 1981, Paris) French psychoanalyst who gained an international reputation as an original interpreter of Sigmund Freud's work.

Lacan earned a medical degree in 1932 and was a practicing psychiatrist and psychoanalyst in Paris for much of his career. He helped introduce Freudian theory into France in the 1930s, but he reached prominence only after he began conducting regular seminars at the University of Paris in 1953. He acquired celebrity status in France after the publication of his essays and lectures in Écrits (1966). He founded and headed an organization called the Freudian School of Paris from 1964 until he disbanded it in 1980 for what he claimed was its failure to adhere with sufficient strictness to Freudian principles.

Lacan's avowed theoretical intention, from at least 1953, was the attempt to reformalize what he termed "the Freudian field." His substantial corpus of writings, speeches and seminars can be read as an attempt to unify and reground what are the four interlinking aspirations of Freud's theoretical writings:

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- a theory of psychoanalytic practice as a curative procedure;
- the generation of a systematic metapsychology capable of providing the basis for
- the formalization of a diagnostic heuristic of mental illness; and
- the construction of an account of the development of the "civilized" human psyche.

Lacan's failing health made it difficult for him to meet the demands of the year-long Seminars he had been delivering since the fifties, but his teaching continued into the first year of the eighties. After dissolving his School, the EFP, in January 1980, Lacan travelled to Caracas to found the Freudian Field Institute on 12 July. The Overture to the Caracas Encounter was to be Lacan's final public address. His last texts from the spring of 1981 are brief institutional documents pertaining to the newly formed Freudian Field Institute and Lacan died on 9 September 1981.

TIMELINE

1901

- Jacques-Marie-Émile Lacan is born in Paris, April 13, to a family of solid Catholic tradition. He is educated at the Collège Stanislas, a Jesuit school. He has a sister, Magdeleine-Marie and a younger brother Marc-Marie, who later becomes a Benedictine at the abbey of Hautecombe. His brother's name appears before those of his parents in his thesis dedication. After his baccalauréat he studies medicine and later psychiatry.

1927

- Starts clinical training, works at Sainte-Anne's hospital in the second section of women and in the Clinic for Mental and Encephalic Diseases directed by Professor Henri Claude. A year later he works in the Special Infirmary Service where Clérambault had a practice. Up to 1932 Lacan was involved in the Societé Neurologique, the Société de Psychiatrie and the Société Clinique de Médecine mentale, he was fully integrated in the official circles of neurology and psychiatry.

1931

- Lacan presents some of his hypotheses at the Evolution Psychiatrique and publishes the following year in the Revue française de psychanalyse his translation of Freud's "On Some Neurotic Mechanisms in Jealousy, Paranoia and Homosexuality." Receives a diploma as a forensic psychiatrist. He publishes Structure des psychoses paranoïaques, Semaine des Hôpitaux de Paris, 7 July 1931.

1932

- Awarded doctorate for his thesis: De la psychose paranoïaque dans ses rapports avec la personalité, Paris: Le Français, 1932. Later though (1975) he will state that paranoid psychosis and personality are the same thing. One name stands out by its absence from the list of dedication: that of Clérambault. It was because of their differences that Lacan failed his agrégation. At that time Lacan declares that in his thesis he was against "mental automatism," Clérambault's theory.

1933

- Because of his thesis he becomes a specialist in paranoia. The richness of his text and the multiplicity of its aspects appealed to very different circles, especially the analysis of the case of Aimée make him famous with the Surrealists. Between this year and 1939, he takes Kojève's course at the Ecole Pratique des Hautes Etudes, an "Introduction to the Reading of Hegel." He publishes Motifs du crime paranoïque: le crime des soeurs Papin. Minotaure.

1934

- He is appointed doctor of the Asiles, and marries Marie-Louise Blondin, mother of Caroline, Thibaut and Sibylle. While in analysis with Rudolph Loewenstein, Lacan becomes a member of La Société Psychoanalytique de Paris (SPP). Loewenstein is one of the four training analysts of the S.P.P. His analysis ends in 1939 with Loewenstein's departure to the war.

1938

- Becomes a full member of the SPP. Lectures at the S.P.P. on De l'impulsion au complexe where he argues for a "primordial structural stage" called "stage of the fragmented body in the development of the ego." At this stage "pure drives" (la pulsion à l'état pur) would appear in states of "horror" inseparable from a "passive beatitude." To defend his thesis, he presents two cases of patients at length. He publishes La famille: Encyclopédie française, Vol. 8.

1940

- Works at Val-de-Grâce, the military hospital in Paris. During the German Occupation, he does not partake in any official activity. "For several years I have kept myself from expressing myself. The humiliation of our time under the subjugation of the enemies of human kind dissuaded me from speaking up, and following Fontenelle, I abandoned myself to the fantasy of having my hand full of truths so as to better close it on them." In "Propos sur la causalité psychique," from 1946 and published in Écrits.

1947

- In 1946, the S.P.P. resumes its activities and Lacan, with Nacht and Lagache, takes charge of training analyses and supervisory controls and plays an important theoretical and institutional role. After visiting London in 1945 he publishes La Psychiatrique anglaise et la guerre, in Evolution psychiatrique1.

1951

- The S.P.P. begins to raise the issue of Lacan's short sessions, as opposed to the standard analytical hour. Lacan argues that his technique accelerates analysis. The underlying logic is that if the unconscious itself is timeless, it makes no sense to insist upon standard sessions. Lacan defends his use of short sessions a year later in La psychanalyse, dialectique?, unpublished.

1952

- During this period of crisis at the S.P.P. (1951-52), the responsibility for the report on the 1953 conference in Rome "Fonction et champ de la parole et du langage" is assigned to Lacan. At the time he is considered to be the most productive and original theoretician of the group, all the more so because he always uses the classical terms of the Freudian orthodoxy when speaking within the S.P.P.

1953

- In his project for the statutes of the S.P.P. Lacan organizes the curriculum around four types of seminars: commentaries of the official texts (particularly Freud's), courses on controlled technique, clinical and phenomenological critique, and child analysis. A large amount of freedom of choice is left to students in training. In January Lacan is elected President of the S.P.P. Six months later he resigns to join the Société Française de Psychanalyse (S.F.P.) with D. Lagache, F. Dolto, J. Favez-Boutonier among others. (At S.F.P.'s first meeting, Lacan lectures on "Le Symbolique, l'Imaginaire et le Réel"). Nevertheless the S.F.P. is allowed to be present in Rome where Lacan delivers his report: "Fonction et champ de la parole et du langage," discourse in which, for once, remarks Lagache with humor, "he is in no way Mallarmean." On July 17 he marries Sylvia Maklès, mother of Judith. That Fall Lacan starts his seminars at the Hôpital Sainte-Anne.
- The Neurotic's Individual Myth: Psychoanalytic Quarterly, 1979.
- 1954The positive reception of the expression "the return to Freud" and of his report and discourse in Rome give Lacan the will to reelaborate all the analytical concepts. His critique of analytic literature and practice spares almost nobody. Lacan returns to Freud yet his return is a re-reading in relation with contemporary philosophy, linguistics, ethnology, biology and topology. At Sainte-Anne he held his seminars every Wednesday and presents cases of patients on Fridays.

1955

- Lacan will remain at Sainte-Anne till 1963. The first ten Seminars elaborate fundamental notions about psychoanalytic technique, the essential concepts of psychoanalysis, and even its ethics. Students give presentations yet it is the Tuesday night conferences that fed Lacan's commentaries on Wednesdays.
- Le séminaire, Livre II: Le moi dans la téorie de Freud et dans la technique de la psychanalyse, Paris: Seuil, 1978; The Seminar, Book II: The Ego in Freud's Theory and in the Technique of Psychoanalysis, 1954 - 55, New York: Norton, 1988.

1956

- "The flexibility of the S.F.P. increases Lacan's audience. Celebrities are attracted to his seminars (Hyppolite's analysis of Freud's article on Dénégation, given during the first seminar, is a well-known example). Koyré on Plato, Lévi-Strauss, Merleau-Ponty, Griaule, the ethnologist, Benvéniste among others attend his courses.

- "Fetishism: The Symbolic, The Real and The Imaginary" (in collaboration with W. Granoff), in S. Lorand and M. Balint, eds.,Perversions: Psychodynamics and Therapy, New York: Random House, 1956.

1957

- During this period Lacan writes, on the basis of his seminars, conferences and addresses in colloquia, the major texts that are found in Écrits in 1966. He publishes in a variety of journals, notably in L'Evolution Psychiatrique, which takes no account of the S.P.P. / S.F.P. conflict and Bulletin de la Société de Philosphie. J.B. Pontalis, Lacan's student, publishes with his consent the accounts of Seminars IV, V and VI in Bulletin de Psychanalyse

1958

- In the S.P.P. executive board, positions and titles are exchanged with perfect regularity until Serge Leclaire becomes secretary and then president. Yet Lacan emerges, if not the only thinker of the group, at least as the one who has the largest audience and the most audacity, especially since his practice of short sessions secures him the greatest number of analysts-in-training. A Lacan group begins to organize itself, identifiable by its language and its modes of intervention in discussions.

1959

- The first issue of La Psychanalyse from 1956 is entirely devoted to Lacan: it includes the Rome report and discourse with the discussions that followed with Lacan's response, the commentaries from Seminar I on Hyppolite's analysis of denegation and Lacan's translation of Heidegger's Logos. In a following issue Hesnard will comment on Wo es war, soll Ich werden that according to Lacan the "I" must come to the place where the id was: là où était le “ça” “je” dois advenir. This opposes the S.P.P.'s translation: "the ego must drive out the id."
- Le séminaire, Livre VI: Le désir et son interpretation, unpublished.

1960

- In his Ethics Lacan defines the true ethical foundations of psychoanalysis and constructs an ethics for our time, an ethics that would prove to be equal to the tragedy of modern man and to the "discontent of civilization" (Freud). At the roots of the ethics is desire: analysis' only promise is austere, it is the entrance-into-the-I, l'entrée-en-Je. "I must come to the place where the id was," where the analysand discovers, in its absolute nakedness, the truth of his desire. The end of psychoanalysis entails "the purification of desire." This text functions throughout the years as the background of Lacan's work.
- Le séminaire, Livre VII: L'éthique de la psychanalyse, Paris: Seuil, 1986.The Seminar, Book VII: The Ethics of Psychoanalysis, 1959-60, New York: Norton, 1992.

1961

- At the colloquium on dialectic organized by Jean Wahl at Royaumont the previous year, Lacan defends three assertions: psychoanalysis, insofar as it elaborates its theory from its praxis, must have a scientific status; the Freudian discoveries have radically changed the

concepts of subject, of knowledge, and of desire; the analytic field is the only one from where it is possible to efficiently interrogate the insufficiencies of science and philosophy. This major intervention will appear in Écrits as "Subversion of the Subject and Dialectic of Desire in the Freudian Unconscious," where the subject of psychoanalysis is neither Hegel's absolute subject nor the abolished subject of science. It is a subject divided by the emergence of the signifier. As to the subject of the unconscious, it is impossible to know who speaks. It is "the pure subject of the enunciation," which the pronoun "I" indicates but does not signify. Yet the key concept is that of desire: "it is precisely because desire is articulated that it is not articulable in a signifyng chain."

1962

- Meanwhile S.F.P. members want to be recognized by the I.P.A. At the Congress of Edinburgh in 1961, the I.P.A. committee recommends that the S.F.P. become a supervised study group of the I.P.A. Moreover, in a series of twenty requirements it asks the S.F.P. to ban Lacan (also Dolto and Bergé) from the analysts' training: the problem of the short sessions, which was already at stake during the first split, is back for discussion. Lacan did not "give in on his desire," and neither did the I.P.A. make concessions about its principles. He was not banned from psychoanalytic practice nor from teaching: he was denied the right to train analysts. Driven to choose between Lacan and affiliation with the I.P.A., Paris opts for the time being not to make any decision. Moreover, a motion is adopted by the Bureau of the S.F.P. stating that "any attempt to force the expulsion of one of its founder members would be discriminatory, and would offend against both the principles of scientific objectivity and the spirit of justice." Lacan and Dolto are elected president and vice-president.
- Later that year, Lacan is appointed chargé de cours at the École Pratique des Hautes Etudes (Paris) and a series director at Éditions du Seuil. The series will be known as Le Champ freudien: in time his Seminars and Écrits will be published in there.
- Le séminaire, Livre IX: L'identification, unpublished.

1963

- In January, Serge Leclaire succeeds Lacan as president of the S.F.P. In May, envoys from the I.P.A visit Paris and meet with Leclaire. Not only they express doubts about Lacan's attitude towards Freud (he studies Freud's texts obsessionally, in the manner of medieval scholar) they also claim that Lacan manipulates transference through the short session: he must be excluded from the training courses. At the Congress of Stockholm, in July, the I.P.A. votes an ultimatum: within three months Lacan's name has to be crossed off the list of didacticians. Everything is organized to reorient his students in training analysis towards others analysts, thanks to a committee supervised by the I.P.A. Two weeks before the expiration of the deadline fixed by the I.P.A. (October 31), Lagache, Granoff and Favez advance a motion calling for Lacan's name to be removed from the list of training analysts: the committee of didacticians of the S.F.P. gives up its courageous

position of 1962. On November 19 a general meeting has to make a final decision on I.P.A.'s conditions regarding Lacan. Lacan then writes a letter to Leclaire announcing he will not attend the meeting because he can foresee the disavowal. Thus, on November 19, the members' majority takes the position in favor of the ban. As a result of it Leclaire and Dolto resign from office. During the night Lacan learns the decision made at the meeting: he no longer is one of the didacticians. The next day, his seminar on "The Names-of-the-Father" is to start at Sainte-Anne: he announces its end. Fragments of it are published in L'excommunication

1964

- Lacanians form a Study Group on Psychoanalysis organized by Jean Clavreul, until Lacan officially founds L'École Française de Psychanalyse. Soon it becomes L'École Freudienne de Paris (E.F.P.). "I hereby found the École Française de Psychanalyse, by myself, as alone as I have ever been in my relation to the psychoanalytic cause." The E.F.P. is organized on the basis of three sections: pure psychoanalysis (doctrine, training and supervision), applied psychoanalysis (the cure, casuistics, psychiatric information), and the Freudian field (commentaries on the psychoanalytic movement, articulation with related sciences, ethics of psychoanalysis).
- With Lévi-Strauss and Althusser's support, he is appointed lecturer at the École Pratique des Hautes Etudes. He begins his new seminar on "The Four Fundamental Concepts of Psychoanalysis" in January in the Dussane room at the École Normale Supérieure (in his first session he thanks the generosity of Fernand Braudel and Claude Lévi-Strauss).
- Le séminaire, Livre XI: Les quatre concepts fondamentaux de la psychanalyse, Paris: Seuil, 1973.The Seminar, Book XI: The Four Fundamental Concepts of Psychoanalysis, New York: Norton, 1981.

1965

- Having founded his own école, Lacan's renown increases considerably in his new settings at the rue d'Ulm. He keeps presenting cases of patients at Sainte-Anne; members of his école work and teach in Paris in hospitals such as Trousseau, Sainte-Anne and Les Enfants Malades; and others join universities or hospitals in the provinces (Strasbourg, Montpellier, Lille). In his seminars he explains his project to teach "the foundations of psychoanalysis" as well as his position within the psychoanalytic institution. His audience is made of analysts but also of young students in philosophy at the E.N.S., notably Jacques-Alain Miller, to whom Althusser assigns the reading of "all of Lacan" and who actually does it. It is him who asks Lacan the famous question: "Does your notion of the subject imply an ontology?"
- Le séminaire, Livre XII: Problèmes cruciaux pour la psychanalyse, unpublished.

1966

- Lacan wants to continue to train analysts, his first priority. Yet, at the same time, his teaching is addressed to the non analysts, and thus he raises these questions: Is psychoanalysis a science? Under what conditions is it a science? If it is-the "science of

the unconscious" or a "conjectural science of the subject"-what can it, in turn, teach us about science? Cahiers pour l'Analyse, the journal of the Cercle d'Epistémologie at the E.N.S. is founded by Alain Grosrichard, Alain Badiou, Jean-Claude Milner, François Regnault and Jacques-Alain Miller among others. It publishes texts by Lacan in three of its issues that very year. In July Judith Lacan marries Jacques-Alain Miller.

- Écrits, Paris: Seuil, 1966. Écrits, A Selection, New York: Norton, 1977. The French version immediately became a best-seller and draws considerable public attention to the école far beyond the intelligentsia.
- Le séminaire, Livre XIII: L'objet de la psychanalyse, unpublished.

1967

- Lacan states in the Acte de Fondation that he shall undertake the direction of the école during the four years, "a direction about which nothing at present prevents me from answering." In fact Lacan remains its director until the dissolution in 1980. He divides the école into three sections: the section of pure psychoanalysis (training and elaboration of the theory, where members who have been analyzed but haven't become analysts can participate); the section for applied psychoanalysis (therapeutic and clinical, physicians who have neither completed nor started analysis are welcome); the section for taking inventory of the Freudian field (it concerns the critique of psychoanalytic literature and the analysis of the theoretical relations with related or affiliated sciences). To join the école, the candidate has to apply to an organized work-group: the cartel.
- “Proposition du 9 octobre 1967 sur le psychanalyste à l'Ecole,” Scilicet 1.
- Le séminaire, Livre XIV: La logique du fantasme, unpublished.

1968

- The novelty of the proposition of 1967 lies in the modification of access to the title of Analyst of the École (A.E.), a rank superior to that of Member Analyst of the École (A.M.E.). The analysts appointed as A.E. are those who have volunteered for the passe and have come victorious out of the trial. The passe consists of testifying, in front of two passeurs, to one's experience as an analysand and especially to the crucial moment of passage from the position of analysand to that of analyst. The passeurs are chosen by their analysts (generally analysts of the école) and should be at the same stage in their analytic experience as the passant. They listen to him and then, in turn, they testify to what they have heard in front of a committee for approval composed of the director, Lacan, and of some A.E. This committee's function is to select the analysts of the école and to elaborate, after the selecting process, a "work of doctrine."
- Le séminaire, Livre XV: L'acte psychanalytique, unpublished.

1969

- The issue of the passe keeps invading the E.F.P.'s life. "Le quatrième groupe" is formed around those who resign from the E.F.P. disputing over Lacan's methods for the analysts' training and accreditation. Lacan takes a stand in the crisis of the university that follows May 1968: "If psychoanalysis cannot be articulated as a knowledge and taught as such, it

has no place in the university, where it is only a matter of knowledge." The E.N.S. director, Flacelière, finds an excuse to tell Lacan that he is no longer welcome at the E.N.S. at the beginning of the academic year. Moreover, Cahiers pour l'Analyse has to stop its publication, but Vincennes appears as an alternative. Michel Foucault asks Lacan to create and direct at Vincennes the Department of Psychoanalysis. Lacan suggests that S. Leclaire, rather than himself, should undertake the project. Classes start in January. Thanks to Lévi-Strauss Lacan moves his seminars to the law school at the Panthéon.

- Le séminaire, Livre XVI: D'un Autre à l'autre, unpublished. In there Lacan argues that "the Name-of-the-Father is a rift that remains wide open in my discourse, it is only known through an act of faith: there is no incarnation in the place of the Other."

1970

- In his seminar L'envers de la psychanalyse Lacan establishes the four discourses: Master's, university's, hysteric's and the analyst's discourse. He discusses the Father of Totem and Taboo who is all love (or jouissance) and whose murder generates the love of the dead Father, a figure to whom he opposes both the Father presiding over the first idealization and the Father who enters the discourse of the Master and who is castrated from the origin. "The death of the father is the key to supreme jouissance, later identified with the mother as the aim to incest." Yet psychoanalysis is not constructed on the proposition 'to sleep with the mother' but on the death of the father as primal jouissance. The real father is not the biological one but he who upholds "the Real as impossible." In "Radiophonie, "Scilicet2/3, Lacan argues that "if language is the condition of the unconscious, the unconscious is the condition of linguistics." Freud anticipated Saussure and the Prague Circle by sticking to the letter of the patient's word, to jokes, to slips, by bringing into light the importance of condensation and displacement in the production of dreams. The unconscious states that "the subject is not the one who knows what he says." Whoever articulates the unconscious must say that it is either that or nothing.
- Le séminaire, Livre XVII: L'envers de la psychanalyse, Paris: Seuil, 1991.

1971

- One novelty in Lacan's teaching is his return to the hysteric with Dora and la Belle Bouche erre (the Beautiful Mouth wanders and an allusion to the beautiful butcher's wife analyzed by Freud and carried on in La direction de la cure Three questions: the relation between jouissance and the desire for unfulfilled desire; the hysteric who 'makes the man' (or the Master) insofar as she constructs him as "a man prompted by the desire to know;" a new conception of the analytic treatment as a "hysterization of discourse."
- Le séminaire, Livre XVIII: D'un discours qui ne serait pas du semblant, unpublished.

1972

- As to Lacan "in psychoanalysis (as well as in the unconscious) man knows nothing of woman, and woman nothing of man. The phallus epitomizes the point in myth where the sexual becomes the passion of the signifier." For him the structure is the body of the symbolic: "there is no sexual rapport, implies no sexual rapport that can be formulated in

the structure." There is "no appropriate signifier to give substance to a formula of sexual rapport."

- "L'étourdit" Scilicet 4.
- Le séminaire, Livre XIX: ... ou pire, unpublished.

1973

- In Encore Lacan argues that woman would only enter in the sexual rapport quoad matrem (as a mother) and man quoad castrationem (phallic jouissance). Hence there is no real rapport and love as well as speech make up for his absence. And he adds: "There is woman only as excluded by the nature of words,...for man she is on the side of truth and man does not know what to do with it." In Le savoir psychanalytique from 1972, Lacan argues: "I am not saying that speech exists because there is no sexual rapport. I am not saying either that there is no sexual rapport because speech is there. But there is no sexual rapport because speech functions on that level that analytic discourse reveals to be specific to speaking human beings. The importance, the preeminence of what makes sex a semblance, the semblance of men and women. Between man and love, there is woman; between man and woman, there is a world; between man and the world, there is a wall. What is at stake in a serious love relationship between a man and a woman is castration. Castration is the means of adaptation to survival."
- Le séminaire, Livre XX: Encore, Paris: Seuil, 1975.The Seminar, Book XX: On Feminine Sexuality, the Limits of Love and Knowledge: Encore, New York: Norton, 1998.

1974

- The Vincennes Department of Psychoanalysis is renamed "Le Champ freudien;" Lacan, director, and Jacques-Alain Miller, president. In Télévision, Paris: Seuil, (the text is based on a broadcast on the ORTF produced by Benoît Jacquot) Lacan makes is famous statement: "I always speak the truth. Not the whole truth, because there's no way to say it all. Saying it all is materially impossible: words fail. Yet it is through this very impossibility that the truth holds to the real."Television, New York: Norton, 1990.
- Le séminaire, Livre XXI: Les non-dupes errent, unpublished.

1975

- Lacan travels to the United States where he lectures at Columbia University (Auditorium, School of International Affairs), general discussion at Yale University (Kanzer Seminar and Law School Auditorium) followed by another general discussion at the Massachusetts Institute of Technology.
- Le séminaire, Livre XXII: R.S.I. in Ornicar?

1976

- Lacan posits that the notion of structure does not allow to create a common field uniting linguistics, ethnology and psychoanalysis. Linguistics has no hold over the unconscious because "it leaves as a blank that which produces effects in the unconscious: the objet a, the very focus of the analytical act, and of any act. "Only the discourse that is defined in

the terms of psychoanalysis manifests the subject as other giving him the key to his division, whereas science, by making the subject a master, conceals him to the extent the the desire that gives way to him bars him from me without remedy." There is only one myth in Lacan's discourse: the Freudian Oedipus complex.

- Le séminaire, Livre XXIII: Le sinthome, in Ornicar?

1977

- Le séminaire, Livre XXIV: L'insu que sait de l'une bévue s'aile à mourre, in Ornicar?

1978

- Le séminaire, Livre XXV: Le moment de conclure. One session only published as "Une pratique de bavardage," Ornicar?

1979

- Le séminaire, Livre XXVI: La topologie et le temps, unpublished.

1980

- On January 9, Lacan announces the dissolution of the EFP in a letter addressed to members and published in Le Monde. He asks those who wish to continue working with him to state their intentions in writing. He receives over one thousand letters within a week. On February 21, Lacan announces the founding of "La Cause freudienne." In July he attends an international conference in Caracas. "I have come here before launching my Cause freudienne. It is up to you to be Lacanians if you wish; I am Freudian."
- Le séminaire, Livre XXVII: Dissolution, in Ornicar?

1981

- September 9, Lacan dies in Paris.

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Aggression and Frustration among Rural and Urban Secondary School Students

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ABSTRACT

The present study aimed to assess the aggression and frustration level among rural and urban secondary school students. It was hypothesized that rural and urban secondary school students differ significantly on aggression and frustration. In order to verify the above hypotheses a sample of 120 students were selected from secondary schools. The sample includes equal size of rural (N=60) and urban (N=60) students. To aggression scale developed by Pal and Naqvi (1986) and the Frustration Scale developed by Chauhan & Tiwari (1999) was used. This scale was administered individually to the subjects. The data were subjected to 't' analyses and the major findings of the study revealed that: rural students (mean=52.10) have more aggression then urban students (mean=47.89) of secondary school. There is 0.05 level significant differences between rural and urban students of secondary school on aggression. On frustration variable rural students (mean=50.05) have more frustration then urban students (mean=49.94) of secondary school, but they is no significant difference between both the group.

Keywords: *Aggression, Frustration, Students and Dominical.*

Aggression may be defined operationally in terms of rude answering to elder, irritation, feeling of unfairness, carrying grudges, frequent quarrelling, broken engagement, impulse to take revenge, and reactionary attitudes to traditions or beliefs (Chauhan & Tiwari, 1972). James Davies (1970) writes that aggressiveness implies a "predisposition, an attitude of mind, an underlying characteristic" whose likely product is a tendency for a violent action, injury, or damage. Leonard Berkowitz (1993) writes that aggression is "any form of behaviour that is intended to injure someone physically or psychologically". This term is widely accepted and used in the majority of books that deal with human aggression.

Seymour Feshbach (1994), in an attempt to explain functional differences of aggression states that, human aggression entails a complex set of behaviors that vary markedly in structure,

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content, context, and consequences. An angry feeling, a thought of revenge, jostling, teasing and derogation, fighting over a contested object, bullying and sadistic actions, murder, and the killing of others in the context of a revolutionary struggle or a conflict between nations, are all considered to be acts of aggression. They are grouped together because they have in common the intent to or actions that have the consequence of inflicting injury and harm to others.

Human aggression is any behavior directed toward another individual that is carried out with the proximate (immediate) intent to cause harm. In addition, the perpetrator must believe that the behavior will harm the target, and that the target is motivated to avoid the behavior (Bushman & Anderson 2001, Baron & Richardson 1994, Berkowitz 1993, Geen 2001).

Accidental harm is not aggressive because it is not intended. Harm that is an incidental by-product of helpful actions is also not aggressive, because the harm-do believes that the target is not motivated to avoid the action (e.g., pain experienced during a dental procedure). Similarly, the pain administered in sexual masochism is not aggressive because the victim is not motivated to avoid it-indeed, the pain is actively solicited in service of a higher goal (Baumeister 1989).

Frustration:

Frustration is common in our society. It is revealed in the behavior which accompanies attempts to get something that is difficult or impossible to get. Freud (1943) developed the concept of frustration first time in human beings. According to Freud, "frustration occurs whenever pleasure seeking or pain-avoiding behaviour is blocked". He established a causal relationship between frustration and aggression.

Encyclopedia of Psychology (1951) defines, "frustration is any interference with a goal response or with the instrumental acts leading to it".

"Frustration refers to the blocking of behaviour that is directed towards a goal" (Robinson, 1961; Coleman, 1964). Frustration is 'motivational or affective state resulting from being blocked, thwarted, disappointed or defeated' (English and English, 1959), has a different mechanism of behaviour, lacking goal-orientation, having feeling of intensity, compulsiveness, appearing a product of need-deprivation (Chauhan&Tiwari, 1972).

Frustration-Aggression Theory:

Freud emphasizes the study of aggression to understand human behaviour disorders. For Freud, aggression is one of the consequences of frustration. This suggestion of Freud widely accepted by Dollard et al., (1939), and formulated a theory and postulated that frustration results in aggression. "Aggression has been defined as an act, whose goal response is injury to an organism or organism-surrogate" (Dollard et al., 1939). Aggression is defined as behavior intended to injure the person toward whom it is directed.

Yale group hypothesis of 'frustration-aggression' defined aggressive behaviour as logical and expected consequence of frustration. They state that when our efforts relate to the goal-directed behaviour suffers interference; our first reaction is often one of attacking and attempting to remove the obstacle (Dollard et al., 1939).

Yale group theory of 'frustration-aggression' asserts, the occurrence of aggression always presupposes the existence of frustration and contrariwise, that the existence of frustration always leads to some forms of aggression. According to revised model of the frustration-aggression hypothesis (Berkowitz, 1989), frustrations lead to aggression to the extent that frustrations produce anger or other types of negative emotions such as sadness, disappointment, threats to identity, physical pain etc., (Berkowitz, 1983, 1989). The frustration-aggression hypothesis has many implications for individual and social behaviour. It implies, for example, that adolescent aggression is caused by the increased frustrations of that stage of life. A large body of research on aggression indicates that frustration often produces aggression but this relationship is always not true. It is influenced by situations and by individual differences in personality factors.

LITERATURE REVIEW

Kozina (2007) done research on aggressive behaviour refers to the behaviour that is intended to cause harm or pain. It can be external or internal, direct or indirect. A negative influence on society in general is obvious, but the influence on school work should not be neglected as well. It seems that the problem of aggressive behaviour in school settings has been increasing through the years and therefore affecting school work at many different levels. Therefore it is essential to develop valid instruments for measuring aggression in the school settings in order to control aggressive behaviour and improve the school climate for effective learning. In the following study we present the development of psycho metrically valid instrument for measuring student's aggression in school. We will use a newly developed instrument to identify correlates of student aggression according to different student and school factors. The students factors included in the analysis are: gender, age, educational aspirations, and activities in spare time and attitudes toward school. The school factors are focused on the level of job satisfaction among teachers and their perception of school safety. The value of the new instrument is shown through its metric characteristics and through investigating the role and importance of aggressive behaviour in school. Its practical value is shown in identifications of the student and school factors that are associated with aggression.

Campano, Jessica and Munakata, Tsunetsugu (2004)describes the extent of anger and aggression in a sample of secondary school students in the southern Philippines. A total of 650 students in both public and private schools completed a self-report survey of levels of anger and aggression, and teachers rated them on aggression. Results indicated that their overall levels of aggression and anger were average. Students in private schools had higher overall aggression and anger compared to students in public schools. Teachers rated males as having a higher level of

aggression compared to females. Self-reported anger and aggression were significantly higher among older students, but teachers rated them as being less aggressive. The implications of these findings for intervention and future research are discussed.

Lopeza, Pereza, Musitu Ochoab and Ruiza (2008) studied on the influence of family and classroom environments on the development of particular individual characteristics, including level of empathy, attitude to institutional authority and perceived social reputation, and the role these characteristics may in turn play in school aggression. Participants were 1319 adolescents aged 11–16 (47% male) drawn from state secondary schools in Valencia (Spain). Since previous studies suggest that these variables may contribute differentially to aggressive behaviour depending on adolescent gender, two different meditational structural models were calculated, respectively, for boys and girls. Results obtained confirmed the associations expected among the variables considered in the structural equations tested and pointed out different paths for boys and girls. Overall, our findings suggested that a positive family environment seems to be a stronger protective factor for girls in the development of problems of behaviour at school, whereas for boys this is the case for a positive classroom environment. This model accounted for 40% of the variance in aggression at school for boys and 35% for girls.

Shaheen and Jahan (2014) investigate the role of self-esteem in development of aggression among adolescents. The sample comprised of 200 (100 male and 100 female) students from senior secondary school of Aligarh Muslim University Aligarh. Rosenberg Self-Esteem Scale (Rosenberg, 1965) was used for measuring self-esteem, and Aggression Questionnaire (Buss & Perry, 1992) was used for measuring adolescent's aggression. Pearson Product Moment Correlation and t-test were used for analyzing the data. Result showed that there was significant negative correlation between self-esteem and aggression. In gender differences, it was found that male students scored significantly higher on self-esteem in comparison to female students. It was also found that male students scored significantly higher on different dimensions of aggression (i.e. physical, verbal, anger and hostility) in comparison to female students.

Jain and Kakkar (2015) studied on Frustration among the Secondary School Students in relation to their emotional maturity. Human is always ambitious by nature. They have many desires and they want to achieve or gain all the desires, but sometimes they did not attain as the basis of their needs and desires. In this way they become frustrated. Some situation is found among boys and girls of college. They suffer from frustration due to failure. Sometime they may achieve success after a number of failures. While sometimes they become helpless. So, they feel their life under frustration. Secondary School students are adolescents who are on the verge of adulthood and their impressionable minds feels sundry new experiences which help in their attaining a certain degree of emotional maturity and ability to cope with the feeling of anxiety. In this fast changing times the present problem with us will help in understanding the emotional maturity and anxiety

in secondary school students. This work is an effort to study those reasons, circumstances which make a student frustrated and emotional immature.

Patil (2016) was studied on the Montessori method of schooling that focuses on personal development rather than exams. The method of education produces more mature, creative and socially adopt children compared to traditional method of education. The present study aimed to assess the aggression and frustration of Montessori and traditional school children. It was hypothesized that the traditional method children have significantly higher aggression and frustration than the Montessori method children. In order to verify the above hypothesis a sample of 120 children were selected from schools which offer education with Montessori (N=60) and traditional methods (N=60). To measure aggression, the aggression scale developed by Pal and Naqvi; and to measure frustration, the frustration test developed by Chauhan & Tiwari, was administered individually to the subjects. The data were subjected to 't' analyses and the major findings of the study reveal that the children of traditional school has significantly higher level of aggression and frustration compared to children of Montessori method of education.

Rani & Deswal (2015) studied the relationship of frustration and academic achievement of adolescents of Government and Non-Government senior secondary schools. For this purpose a sample of 200 adolescents, randomly selected from four Government and Non-Government. Senior secondary schools Rohtak city was taken. As a result significant negative relationship was found between Frustration and Academic Achievement of Adolescents of Government and Non-Government senior secondary schools.

Chatterjee (2016) was conducted a research to see the impact of gender and socio-economic status on frustration and aggression of adolescents. For this purpose 320 (160 male and 160 female) adolescents were purposively selected as a sample from different high schools situated in Ranchi district. These two groups were further divided according to their parental education and income. The result revealed that females were having higher level of aggression as compare to male adolescents. On the other hand high socio-economic status group of adolescents were more prone to aggression as compare to low socio-economic status group. Result further revealed that there is no relationship between frustration and aggression.

RESEARCH METHODOLOGY

Research problem:

To find the difference between the rural and urban students of secondary school on their aggression and frustration level

Objective:

- To explore the dominical effect on aggression and frustration level of secondary school students.

Hypotheses:

1. There is a significant difference between rural and urban students of secondary school on aggression.
2. There is a significant difference between rural and urban students of secondary school on frustration.

Sample of the study:

The study was conducted on 120 samples of secondary school students. The sample includes equal size of rural (N=60) and urban (N=60) students, include male and female students from Chandana High School, Sirasiand Karnataka University Public School located in Dharwad, Karnataka state. Their age ranged from 14 to 16 years.

Tools used in the study:

1. Frustration Test developed and standardized by Chauhan and Tiwari (1999), has 40 items with 4 dimensions such as Fixation, Regression, Resignation and Aggression and each dimension has 10 items. The following scoring pattern of 5, 4, 3, 2, 1 & 0 was used. The test-retest reliability for the subscales of four modes of frustration ranges from .78 to .92 and on total scale the reliability is .88. Whereas validity of the scale is found to be significant level.
2. Aggression Scale - developed and standardized by Pal and Naqvi (1986) has 30 items with six responses and scoring pattern of the scale is 5, 4, 3, 2, 1 & 0. The test-retest reliability of the scale was found to be .78 and the validity co-efficient was found to be .74.

Statistical Techniques:

Obtained raw scores of the samples were converted into standard scores using 20 versions of SPSS, subsequently the mean and SD was calculated. The data was subjected to independent sample 't' analysis to find the significant difference between the rural and urban students of secondary school.

RESULT AND DISCUSSION

Table 01: Means, standard deviations and 't' value of the rural and urban students of secondary school on aggression.

Aggression	Sample Group (N=120)		't' value
	Rural students (N=60)	Urban students (N=60)	
Mean	52.10	47.89	2.34*
SD	10.36	9.23	

*** Significant at 0.05 level.**

The table 01 shows means, standard deviations and 't' of the rural and urban students of secondary school on aggression. On the aggression variable there is significant difference between the rural and urban students of secondary school. The obtained mean scores are 52.10 and 47.89 respectively. The obtained standard deviation scores are 10.36 and 9.23 respectively. The 't' value obtained for the mean difference is 2.34, which is significant at 0.05 level. This result reveals that rural students of secondary school have high aggression then urban students of secondary school.

Table 02: Means, standard deviations and 't' value of the rural and urban students of secondary school on frustration.

Frustration		**Sample Group (N=120)**		
		Rural students (N=60)	**Urban students (N=60)**	**'t' values**
Regression	Mean	48.87	51.12	1.23
	SD	10.41	9.52	
Fixation	Mean	49.8	50.10	0.11
	SD	10.45	9.61	
Resignation	Mean	50.03	49.96	0.03
	SD	9.70	10.36	
Aggression	Mean	51.34	48.65	1.47
	SD	10.95	8.83	
Total Frustration	Mean	50.05	49.94	0.05
	SD	10.50	9.55	

The table 02 shows means, standard deviations and 't' values of the rural and urban students of secondary school on frustration. On the regression mode of frustration the obtained mean scores are 48.87 and 51.12 respectively. The obtained standard deviations are 10.41 and 9.52 respectively. The 't' value obtained for the mean difference is 1.23, which is not significant level. On fixation dimension obtained mean scores are 49.8 and 50.10 respectively and standard deviations are 10.45 and 9.61 respectively. The 't' value obtained for the mean difference is 0.11, which is not at significant level. On resignation mode of frustration the obtained mean scores are 50.03 and 49.96 respectively and standard deviations are 9.70 and 10.36 respectively. The 't' value obtained for the mean difference is 0.03, which is not at significant level. On aggression dimension obtained mean scores are 51.34 and 48.65 respectively and standard deviations are 10.95 and 8.83 respectively. The 't' value obtained for the mean difference is 0.11, which is not at significant level. On the frustration variable the obtained standard deviations score are 50.05 and 49.94 respectively and standard deviation score are 10.50 and 9.55 respectively. The 't' value obtained for the mean difference is 0.11. This result reveals that rural students have more frustration then urban students of secondary school but there is no significant difference between the rural and urban students of secondary school.

SUMMARY AND CONCLUSIONS

The present study is an attempt to know the aggression and frustration of the secondary school students in relation to their dominical. The findings of the study reveals that the rural secondary students have more aggression then urban students of secondary school, and it is showing significant difference at 0.05level. On frustration variable rural students have more frustration then urban students of secondary school, but there is no significant difference.

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Conflict of Interests

The author declared no conflict of interests.

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Correlation of Emotional Intelligence with Conflict Management Styles in IT based Organization

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ABSTRACT

Background and objectives: Conflict Management (CM) has emerged as a great challenge in the corporate sector due to several recent psycho-social changes. Emotional Intelligence (EI) may have considerable influence on CM styles. Methods: We have studied this aspect on 100 volunteers of both genders in the age ranging from 25 to 50 years serving in Human Resource and Administration wing of an IT based organization. Standard questionnaire was used to measure Emotional Quotient Index (EQI) (Self Rating) and EQI (Observer Rating) and Conflict Management styles using Rahim Organizational Level Conflict Inventory II. Results: There was a significant influence of EI on problem solving, asserting, compromising and accommodating styles of CM. Conclusion: EI Has significant influence on CM styles. This study has opened up much potential application of EI measurement in recruitment and training of supervisors and senior managers.

Keywords: *Emotional Intelligence, Conflict Management styles*

In the recent years corporate sector encounters many challenges such as high level of business competition, fast turnover of human resource, deficiency in leadership and numerous conflicts in the organization. Timely resolution of Conflicts applying appropriate Conflict Management (CM) styles [1] will result in creating a congenial organizational climate leading to performance enhancement and profit achievement. Earlier research has indicated possible relationship between Emotional Intelligence (EI) [2] and subordinates' style of handling conflict with supervisors [3]. These studies reported that Integrating style (both parties finding a creative solution to satisfy both parties' concerns) and the compromising style (both parties winning some and losing some in an attempt to reach a consensus) of CM will be generally applied by the subordinates if they have supervisors with high EI.

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EI plays a vital role in an organisation because it creates a congenial and vibrant organisational climate among the employees. Goleman (2004) stated that those employees with high EI are "Star Performers"[4]. However strong criticism has also been raised against such claims as these lack adequate empirical data support [5].According to Goleman (1998) the five components of EI are Self Awareness (SA), Self-Regulation (SR),Social Skills (SS) Motivation (MO) and Empathy (EM)[2].According to Rahim (1986) the five styles of resolving conflicts in preparation for negotiation are Integrating (IN),Obliging (OB),Dominating (DO) Avoiding (AV) and Compromising (CO)[6].In a recent study by Sergio, Dungca & Ormita (2015) strong relationship of EI with work values was demonstrated [7].In effective leadership we cannot presume that Intelligent Quotient (IQ) and technical ability are the only important variables to achieve high performance; EI is also important for leaders to make a supervisor equipped with sufficient leadership skills and hence all the three facets need to be attended [8].

It will be interesting to correlate the five dimensions of EI with those of CM styles. The other aspect which has not been clearly understood is the level of convergence between self-rating of EI and the observer rating of EI. Hence, we have undertaken the present study for correlation of these two important factors namely EI domains and CM styles in an IT based Indian corporate sector organization. The reason for selecting an IT based organization is that India has a large number of IT industries who are employing a vast pool of young human resource and are prospering globally.

RESEARCH METHOD

Subjects

The present study was conducted on 100 volunteers in Human Resources Division and Administration Division of an IT based corporate sector organization. Of these 100 participants who responded to the questionnaire survey 57 were males while 43 were females. They were of age ranging from 25 to 50 years with 44% in the age group of 30-40 years. They were well educated with 20% of the subjects having Doctoral (Ph.D) qualification, 63% a Master's degree and the rest were graduates. Among the participants 42 were Supervisors while 58 were subordinates working with them.

Research Instruments

Emotional Quotient Index (EQI) (Self Rating) Survey

It is a standardized survey tool for self-assessment which can be used for both supervisors and subordinates to assess their EI level by themselves. This tool is based on Goleman's five domains of EI i.e., Self-Awareness, Self-Regulation, Motivation, Empathy and Social Skills [2]. There are 14 items in the survey tool with 7 point Likert scale ('7' indicating 'strongly agree' and '1' is rated as 'strongly disagree'). Some examples of the items in the Survey tool are:

*** As source of wisdom I take both positive and negative emotions to take my decision**

*** From moment to moment I can monitor my life**

Emotional Quotient Index (Observer Rating) Survey

Supervisor's EQ was measured using the tool at the organization as against their personality profile. Goleman's five domains of EI formed the basis of the survey tool as mentioned above. Generally items in EQI (Observer Rating) are the same as in EQI (Self Rating) substituting "I" by "my supervisor". Some samples of items are as follows:

*** Under pressure my boss keeps himself/herself calm**

*** Depending on with whom my boss is interacting he/she adjusts his/her Behavior**

Rahim Organizational Conflict Inventory-II (ROCI-II) Form A Survey

This inventory was developed by Rahim (1983) with 28 items for assessing CM styles [6]. It is a survey tool developed by Rahim et al. (2002) which can evaluate Emotional Quotient (EQ) of supervisor at work against their personality profile [9]. It is based on all five domains of EI described by Goleman (1998). This survey also contains 14 items and uses 7 point Likert scale with '1' being 'strongly disagree' and '7' being 'strongly agree'. Some of the sample items are given below:

*** To understand the true and genuine feelings of others I readily tell my Boss**

*** To smoothly handle multiple demands and shifting priorities I readily tell my boss**

Data Collection Procedure

The above mentioned survey questionnaires were carefully prepared for ease of use by volunteers of the study. All subjects were briefed about the objectives and methods to be adopted in the study. They were given a consent form for the confirmation that they clearly understood the study procedure and objective. One week time was provided to subjects to fill and complete the survey questionnaire.

Data Analysis

Data were analyzed using Excel to weigh and score responses of participants, and subsequently were subjected to using SSPS Regression to evaluate the relationship between EI and CM styles.

RESULTS

EI domains among Supervisors and Subordinates are shown in Table-1. Awareness OR scores were significantly ($p < 0.04$) higher in Supervisors as compared to Subordinates, while other domains of EI did not exhibit any significant difference. Multiple correlations of EI domains among themselves and also with CM styles are shown in Table-2. SR scores of EI domains are highly ($P<0.01$) correlated among themselves. On the other hand, comparison of SR scores of EI domains with those of OR scores were only limited. For example, Awareness SR score positively correlated with Empathy and Social skills ($P<0.01$) while it did not show any correlation with Awareness OR score, Regulation score and Motivation score. There was high correlation of Awareness SR score with Collaborating and Accommodating CM styles (Table-2).However Motivation SR score was also correlated positively with Compromising CM style ($P<0.01$). It is

interesting to note that Social Skills SR score exhibited a positive correlation with all styles of CM except Accommodating style of CM. Awareness OR score showed positive correlation with Accommodating and Avoiding styles of CM. Motivation OR scores were highly ($P<0.01$) correlated with Accommodating, Competing and Avoiding styles of CM. Age does not show any correlation with the EI domains or CM styles.

Table 1

Variable	N	Mean	SD
Awareness_SR	100	14.53	2.901
Regulation_SR	100	15.82	2.524
Motivation_SR	100	10.41	1.980
Empathy_SR	100	15.80	3.101
Social Skills_SR	100	16.34	2.753
Awareness_OR	100	15.69*	2.759
Regulation_OR	100	16.20	2.331
Motivation_OR	100	10.67	1.918
Empathy_OR	100	15.91	2.613
Social Skills_OR	100	16.49	2.873

***P<0.04**

DISCUSSION

EI is a multidimensional construct composed of different and somewhat distinct abilities from Intelligent Quotient [10]. When Salovey & Mayer (1990) carried out a comprehensive test to establish EI as one of the intelligence, they found that intellect and EI were different because they use different parts of the brain [11]. Goleman (2004) discovered that EI capabilities are the main reason for the effectiveness of a star performer based on a study of competency models from 188 companies. He stated that self-regulation, a component of EI is crucial for leaders because it enables them to create an environment of trust and fairness [4]. Not only that, but they would be able to master their emotions in competitive situations, and enhance integrity for both personal virtue and organizational strength. Empathy on the other hand, plays an effective role in leadership for three reasons: increasing use of teams, rapid pace of globalization and growing need to retain talents [4]. Social Skills is considered as a key leadership capability because it is a culmination of other components of EI and it motivates people in a desired direction. In our study Self Awareness among supervisors was higher ($p<0.04$) than in the subordinates (Table-1). Other four domains of EI did not exhibit any difference between SR scores and OR scores indicating a higher coherence between self-rating and observer rating for EI.

Palmer et al., (2000) found that several components of transformational leadership are correlated with EI particularly among leaders who concentrate on simple reward and punishment [12].

However in the study of Weinberger (2002) such a correlation could not be established [13]. Employees who have high levels of EI have smoother interaction with the members of their work teams [5] thereby creating harmonious environment in the organization. Leadership effectiveness is highly dependent on EI as the leader is able to influence the followers through social skills, empathy and motivation [14].

Effective CM can lead to desired organizational outcomes such as fairness, satisfaction, effectiveness and efficiency [15]. Gross et al., (1996) rated integrating style of CM as the most effective while avoiding style as the least effective [16]. Cultural difference was also observed in application of various CM styles [1]. Arab Middle Eastern executives used more of avoiding and integrating styles whereas US executives were using the dominating, obliging and compromising styles in handling conflict with their supervisors. Arab Easterners exhibit a high value on privacy and incline to avoid conflict while US executives nurture individualism dimension [1]. In our study Indian executives are observed to use more of collaborating, accommodating and compromising styles of CM which also exhibit correlation with EI domains (Table-2). This is a positive facet of organizational culture in IT organization in India which could be an important factor for the global success of Indian IT sector.

Yu et. al., (2006) showed that intelligence of supervisors was positively associated with subordinates' use of integrating, compromising and dominating styles of handling conflicts with the supervisors, while integrating style can be most predicted by EI [3]. In their model of EI and CM styles found that the five components of EI are correlated with each other [9]. Findings of our study are also in conformity with these observations (Table-2). We found that SR scores of EI domains are highly correlated among themselves ($p<0.01$). We also observed that there was considerable level of divergence between SR of EI with OR scores (Table-2) indicating that the coherence between self-perception of EI and others perception was rather limited.

Social skills emerged as the most significant EI domain which positively correlated with all styles of CM except accommodating style (table-2). Motivation is another domain of EI which has showed significant ($P<0.01$) correlation with compromising style. Hence in the training for leadership or supervisory position emphasis needs to be laid on developing these skills [17,18].

Leadership effectiveness also depends on EI and thinking preference [6,12] In a recent study by Akbar et.al(2014)on employees of youth and sport department of east Azarbayjan province a strong relationship was established between intergroup conflicts and EI [19]. In our study on IT professionals in India similar correlation was observed (Table-2).

In our study we observed motivation (OR) was ($P<0.01$) correlated with accommodating, competing and avoiding styles (table-2). Barbuto and Ye (2006) developed a structural model using sources of motivation, CM styles and leadership effectiveness [20]. In another study on

employees of Telecom sctor in Pakistan, EI was observed to influence the performance of employees in customer services [21].

Our study revealed that EI has positive correlation with CM styles (Table-2) and hence EI may be used as a predictor of CM styles. Similar findings were also recently reported by Kumari (2015) [22], and Pandey et.al., (2015) [23]. Effective negotiation skills which are also part of attributes of leadership were found to be beneficial in conflict resolution in Nigerian University environment [24]. Similarly a number of recent studies have clearly established a very good correlation between EI and CM [25,26,27,28].

Thus in the present study we have clearly demonstrated a positive relationship between EI and CM styles. It will open up many potential application of applying EI measurement in recruitment of supervisors, senior managers and officials for leadership role. During Training Need Analysis (TNA) in an organization particularly at senior level, requirement of EI development also needs to be assessed. Congenial organizational behavior can be created through above measures which will enhance motivation, retention and performance of employees leading to profitability in a corporate organization.

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Conflict of Interests
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Appendix I

Table 2: Significance and correlation of Emotional Intelligence with Conflict Management

Observations: Multiple correlations of EI domains among themselves and also with CM styles are shown in Table-8. SR scores of EI domains are highly ($P<0.01$) correlated among themselves. On the other hand, comparison of SR scores of EI domains with those of OR scores were only limited. For example, Awareness SR score positively correlated with Empathy and Social skills ($P<0.01$) while it did not show any correlation with Awareness OR score, Regulation score and Motivation score. There was high correlation of Awareness SR score with Collaborating and Accommodating CM styles (Table-8). However Motivation SR score was also correlated positively with Compromising CM style ($P<0.01$). It is interesting to note that Social Skills SR score exhibited a positive correlation with all types of CM except Accommodating type of CM. Awareness OR score showed positive correlation with Accommodating and Avoiding types of CM. Motivation OR scores were highly ($P<0.01$) correlated with Accommodating, Competing and Avoiding styles of CM. Age does not show any correlation with the EI domains or CM styles.

Correlations

		Awareness SR	Regulation SR	Motivation SR	Empathy SR	Social Skill SR	Awareness OR	Regulation OR	Motivation OR	Empathy OR	Social Skill OR	Collaborating	Accomm-odating	Competing	Avoiding	Compro-mising	Age
Awareness SR	Pearson Correlation	1	.659**	.699**	.490**	.515**	.119	.125	.119	.094**	.109**	.170**	.176**	.083	.145	-.050	-.013**
	Sig. (2-tailed)		.000	.000	.000	.000	.237	.217	.239	.351	.280	.091	.080	.414	.150	.624	.895
	N	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Regulation SR	Pearson Correlation	.659**	1	.678**	.555**	.589**	.136	.186	.163**	.141	.121**	.088**	.068**	.112	.012	.063**	.097
	Sig. (2-tailed)	.000		.000	.000	.000	.179	.063	.105	.160	.231	.383	.500	.265	.903	.536	.337
	N	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Motivation SR	Pearson Correlation	.699**	.678**	1	.668**	.511**	.184	.126	.198**	.050**	.082	.192**	.221**	.167	.102	.051**	.093**
	Sig. (2-tailed)	.000	.000		.000	.000	.066	.210	.048	.620	.420	.056	.027	.098	.313	.613	.358
	N	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Empathy SR	Pearson Correlation	.490**	.555**	.668**	1	.558**	.128	.081	.133**	.092**	.139**	.066	.169**	.141	.015	.109**	.191**
	Sig. (2-tailed)	.000	.000	.000		.000	.203	.423	.187	.360	.167	.516	.092	.163	.878	.279	.057
	N	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
SocialSkill SR	Pearson Correlation	.515**	.589**	.511**	.558**	1	.232*	.205*	.320**	.279**	.220**	.088**	.089	.190*	.104*	.065**	.172**
	Sig. (2-tailed)	.000	.000	.000	.000		.020	.041	.001	.005	.028	.385	.381	.059	.303	.518	.086
	N	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Awareness OR	Pearson Correlation	.119	.136	.184	.128	.232*	1	.541**	.622	.492	.306	.034	.149*	.099	-.081**	.183	.118
	Sig. (2-tailed)	.237	.179	.066	.203	.020		.000	.000	.000	.002	.733	.139	.330	.426	.069	.243
	N	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Regulation OR	Pearson Correlation	.125	.186	.126	.081	.205*	.541**	1	.602	.606	.634	.033	.196*	.104**	.113	.038	.075
	Sig. (2-tailed)	.217	.063	.210	.423	.041	.000		.000	.000	.000	.743	.051	.302	.262	.706	.459
	N	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Motivation OR	Pearson Correlation	.119	.163	.198*	.133	.320**	.622**	.602**	1	.695	.534*	.036	.133**	.134**	-.029**	.202	-.036
	Sig. (2-tailed)	.239	.105	.048	.187	.001	.000	.000		.000	.000	.721	.188	.185	.778	.044	.725
	N	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Empathy OR	Pearson Correlation	.094	.141	.050	.092	.279**	.492**	.606**	.695	1	.714	.059	.040**	.143**	.011**	.097	-.048
	Sig. (2-tailed)	.351	.160	.620	.360	.005	.000	.000	.000		.000	.560	.691	.157	.910	.336	.635
	N	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100

		Awareness SR	Regulation SR	Motivation SR	Empathy SR	Social Skill SR	Awareness OR	Regulation OR	Motivation OR	Empathy OR	Social Skill OR	Collaborating	Accomm-odating	Competing	Avoiding	Compro-mising	Age
SocialSkill OR	Pearson Correlation	.109	.121	.082	.139	.220*	.306**	.634**	.534	.714	1	-.020	.107*	.103**	.083**	.098	.033
	Sig. (2-tailed)	.280	.231	.420	.167	.028	.002	.000	.000	.000		.845	.288	.306	.413	.334	.743
	N	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Collaborating	Pearson Correlation	.170	.088	.192	.066	.088	.034	.033	.036	.059	-.020	1	.499	.430	.321	.264	.118
	Sig. (2-tailed)	.091	.383	.056	.516	.385	.733	.743	.721	.560	.845		.000	.000	.001	.008	.242
	N	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Accommodating	Pearson Correlation	.176	.068	.221*	.169	.089	.149	.196	.133	.040	.107*	.499	1	.444	.369	.290	.016
	Sig. (2-tailed)	.080	.500	.027	.092	.381	.139	.051	.188	.691	.288	.000		.000	.000	.003	.876
	N	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Competing	Pearson Correlation	.083	.112	.167	.141	.190	.099	.104	.134	.143	.103	.430	.444	1	.329	.386	-.083
	Sig. (2-tailed)	.414	.265	.098	.163	.059	.330	.302	.185	.157	.306	.000	.000		.001	.000	.413
	N	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Avoiding	Pearson Correlation	.145	.012	.102	.015	.104	-.081	.113	-.029	.011	.083	.321	.369	.329	1	-.331	-.045
	Sig. (2-tailed)	.150	.903	.313	.878	.303	.426	.262	.778	.910	.413	.001	.000	.001		.001	.657
	N	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Compromising	Pearson Correlation	-.050	.063	.051	.109	.065	.183	.038	.202	.097	.098	.264	.290	.386	-.331	1	.134
	Sig. (2-tailed)	.624	.536	.613	.279	.518	.069	.706	.044	.336	.334	.008	.003	.000	.001		.185
	N	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Age	Pearson Correlation	-.013	.097	.093	.191	.172	.118	.075	-.036	-.048	.033	.118	.016	-.083	-.045	.134	1
	Sig. (2-tailed)	.895	.337	.358	.057	.086	.243	.459	.725	.635	.743	.242	.876	.413	.657	.185	
	N	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100

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Counselling Psychology: What Future Have For It?

Suman[1]*

ABSTRACT

Counseling psychology is a psychological specialty that encompasses research and applied work in several broad domains: counseling process and outcome; supervision and training; career development and counseling; and prevention and health. Some unifying themes among counseling psychologists include a focus on assets and strengths, person–environment interactions, educational and career development, brief interactions, and a focus on intact personalities. Counselling psychology is now becoming a very good career option for future psychology students. This paper suggests many career options in counselling psychology.

Keywords: *Counselling, Psychology, Future*

Counselling Psychology is a specialty within professional psychology that maintains a focus on facilitating personal and interpersonal functioning across the life span. The specialty pays particular attention to emotional, social, vocational, educational, health-related, developmental, and organizational concerns. The practice of Counselling Psychology encompasses a broad range of culturally-sensitive practices that help people improve their well-being, alleviate distress and maladjustment, resolve crises, and increase their ability to function better in their lives. With its attention to both to normal developmental issues and problems associated with physical, emotional, and mental disorders, the specialization holds a unique perspective in the broader practice-based areas of psychology. Counselling Psychologists serve persons of all ages and cultural backgrounds in both individual and group settings. They also consult regularly with organizations seeking to enhance their effectiveness or the well-being of their members. Interventions used by Counselling Psychologists may be either brief or long-term; they are often problem-specific and goal-directed. These activities are guided by a philosophy that values individual differences and diversity and a focus on prevention, development, and adjustment across the life-span. Counselling Psychologists adhere to the standards and ethics established by the American Psychological Association. Counselling psychologists help people of all ages deal with emotional, social, developmental, and other life concerns. These professionals use a variety of strategies to help people manage behavioural issues, cope with stress, alleviate anxiety and

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distress, and deal with the issues associated with psychological disorders. Counselling psychology focuses on providing therapeutic treatments to clients who experience a wide variety of symptoms. It is also one of the largest specialty areas within psychology.

The Society of Counselling Psychology describes the field as:
"A psychological specialty that facilitates personal and interpersonal functioning across the life span with a focus on emotional, social, vocational, educational, health-related, developmental and organization."

Counseling as Others See It

Counseling is a much-misunderstood concept. To the laymen it is an occasion where an expert solves the problems of others. Laymen believe that the expert has ready-made solutions for all the problems of human beings. Most counselors know that this is far from truth.

Guidance and Counseling

The term guidance denotes explicit directions given by an informed person regarding any subject. An expert in career guidance can impart information regarding different career possibilities. He may also be able to tell us where the careers are open and even the possible openings at the time of consultation. In imparting such information the guidance expert can give pieces of information irrespective of the suitability of the client for the job. However, he has also the option to test the suitability of the client using suitable psychological test. Counselling, on the other hand is more dynamic. It aims at the solution of clients' problems. Counselling is a much-misunderstood concept.. Counselling is a process between the counsellor and the client in which solutions emerge as a joint venture of the two.

Characteristics of counselling

1. is expected to be a process.
2. Counselling is usually for normal people with problems.
3. It is essentially a dynamic interaction between the client and the counsellor.
4. Client is expected to be frank and forthright in his approach.
5. It is the duty of the counsellor to keep confidentiality regarding the client.
6. Counsellor is to show warmth and sympathy while listening to the client's problems.
7. Counsellor is expected to be non judgmental and non critical.
8. The relationship between the client and the counsellor is expected to be genuine.
9. Counselling usually works at the level of rapport and not at the level of transference.
10. Client's conscious motives are explored rather than the unconscious motives.

Perspective of Counseling

The perspective of Counseling may change from counselor to counselor. There are differences in training, clients and settings, and even goals. But the basic perspective of counselling remains

the same, through with different emphasis. The best examples are the three different definitions of counseling given by Good (1945), Pepinsky and Pepinsky (1954) and Wrenn (1951). Good defined counseling as the "...individualized and personalized assistance with personal, educational, vocational problems, in which all pertinent facts are studied and analyzed, and a solution is sought, often with the assistance of Specialists, school and community resources, and personal interviews in which the counselee is taught to make his own decisions". According to Pepinsky and Pepinsky, "Counseling is a process involving an interaction between a counselor and a client in a private setting, worth the purpose of helping the client change his/her behavior so that a satisfactory resolution of needs may be obtained". To Wrenn, "Counseling is a dynamic and purposeful relationship between two people in which procedures vary with the nature of students' needs, but in which there is always mutual participation by the counselor and the student with the focus upon self-clarification and self-determination by the student". All these definitions have common base but are different in their emphasis. The difference among the three definitions stems from the fact that they have three different orientations. Hann (1953) identifies one group as the social welfare advocates with ideographic interest. The second group is more medically oriented and the thirds group consists of people with student personnel administration and has great interest in measurement. Along with the differences it is worth noting the commonalties. Common to all these perspectives are the notions that,

a. counseling is aimed at helping people make choices and act on them,
b. counseling is a learning process, and
c. counseling enables personality development

A recent and much accepted definition is:
"Counseling denotes a professional relationship between a trained counselor and client. This relationship is usually person-to-person, although it may sometimes involve more than two people. It is designed to help clients to understand and their self determined goals through meaningful resolution of problems of an emotional or interpersonal nature" (Burks and Stefflre, 1979).

The merit of the definition by Burks and Steffler is that it is sufficiently theoretical and at the same time reasonably operational.

Theory and Practice of Counseling

Theory and practice should go hand in hand. Many trained counselors initially adhere to the theory while starting their career as counsellor. However, even those who are fanatically tied down to one theory appear to change over time. This is because the client is a human being and he is the link between the theory and practice of the counsellor. Rigid theories, like the Procrustean bed, repel the human psyche. When the man does not fit into the theory the counselor is compelled to change his theory. This is one of the most demanding challenges of counselling.

Counselors should keep their minds more receptive and flexible. The psychological concept of individual difference must be understood thoroughly. Individual clients differing in their personalities come with dissimilar problems, goals and aspirations. To believe that all those clients would benefit from one kind of theory is unrealistic. It is useful to know that all the well-known theories have emerged from the practice of individual counselor's personal experience with counselees. This is why we have different theories and practices. Trying to know these theories as old and new broadens our perspective. But what would be ultimately useful is the one that is carved out from the counselor's experience with the counselees. This is why all textbook writers speak of a 'Personal Theory'.

Current Trends in the Practice of Counseling

Prospective counselors should be aware of major approaches to counseling so as to enable them to acquire a sound basis for developing their own personal brand of counselling. The current trends in this area can be broadly classified into three approaches. They are:

1. cognitive approaches
2. affective approaches, and
3. behavioral approaches.

It may be observed that the approaches closely parallel the three aspects of personality viz., cognition, affection and conation (i.e. knowing, feeling and doing as given by the ancient Philosophers).

Cognitive Approaches

As Feorge and Cristiani (1981) have pointed out, in the cognitive approaches, the process of counseling is the curing of unreason by reason; i.e., to help clients eliminate most emotional disturbances by learning to think rationally, to help them get rid of illogical, irrational ideas and attitudes and substitute logical, rational ideas and attitudes. It is believed that this process helps the client to attain rational behavior, happiness, and self-actualization. For example Transactional Analysis (TA) aims at the internal dialogues of individuals, which occurs between the various ego states and the struggles between the real parts of their behavior (whether the same is productive or counter productive) and the behavior of others by identifying which ego state is in power at any given time. TA thus gives the clients information about the various types of transactions that occur among individuals and to help them identify the kinds of behavior in which they are involved. The goal of TA is to help clients review their past decisions and make new decisions about their present behavior. It is assumed that this would change their life direction into developing an autonomous life style characterized by awareness, spontaneity. This, it is believed that would, eliminate a life style characterized by manipulative game – playing a self-defeating neurotic tendencies.

Directive teaching is the core in all the cognitive approaches. For example in Rational Emotive Therapy (RET) the counselor takes up an active teaching role to educate clients. The RET counselor makes the client understand that the latter's internationalized sentences are quite illogical and especially the current illogical thinking are self-defeating verbalizations of the client. The success if the counselor lies in bringing illogical thinking forcefully to the client's attention. He must also show to the counselee how these thoughts are maintaining his unhappiness and how a rethinking and maintenance of logically and rationality make him happy and contented. In reality therapy, the meaning of reality and the necessity to act responsibly are taught by the counselor.

Affective Approaches

As the term suggests the affective approaches in counseling focus their attention to what is going on inside the individual, and particularly what the individual is experiencing at a given time. Client-centered counseling of Rogers is perhaps the most well-defined technique in the affective approaches. It also highlights an issue in counseling; namely, how much responsibility can be placed on the client for his own problem solving?

The 'self-theory' of Rogers also assumes a perspective called 'phenomenology'. According to this perspective, people's 'reality' is that which they perceive. The way to understand individuals is to infer the 'phenomenological field' from their behavior. In other words, the 'internal frame of reference' of the client is used in counseling with the implication that counselors must attempt to perceive client's perceptual worlds as closely as they can. This is known as the empathic skill of the counselor.

Individual client's need to strive for wholeness is the focus in Gestalt therapy and counseling. This school of counseling gives importance to the internal world of the individual. Striving for the gestalt or the wholeness is actually a striving for an integration of thinking, feeling, and behaving. The key concept here is awareness. It is believed that the counselors help the clients work toward a total awareness of his experiences. Gestalt psychologists point out that such awareness permits self-regulation and self-control in the direction of increased integration and creativity.

Behavioral Approaches

While the dynamically oriented theorists try to understand conscious and unconscious through inference, the behavioral counselors concentrate on objective study of client behavior and the learning process. As the emphasis is primarily on overt behavior, the first emphasis is to discover how the behavior was acquired and how it can be changed. The second emphasis, which is a later addition, is on precondition for behavior change. This approach is characterized by (1) a focus on overt and specified behavior; (2) a precise and well spelt out target behaviors called goals; (3) a formulation of a specific and objective treatment procedure to the problem at hand; and (4) an

objective assessment of the outcome of counseling in terms of the degree of approximation to the target behavior.

In the behavioral approaches well defined counseling goals are of central importance. The much talked about counselor-counselee relationship in other approaches is of secondary importance only. The main aim of this relationship to the behaviorist counselor is to facilitate greater understanding of the client's view of the problem. This helps to formulate a more successful behavioral plan for bringing about change in the client's maladaptive behavior to one of adaptive behavior (target behavior).

Personal Theory of Counselling

Each counselor and psychotherapist must ultimately develop a point of view which is uniquely his or her own. Freud was not a Freudian, Jung not Jungian, and Rogers not a Rogerian. Each of them was himself most fully and completely, while building upon the wisdom of the past. Each practitioner must feel that his counseling practice reflects such individuality. This is the reason why no one text or school is fully adequate, and why we try to exemplify an approach which we have termed 'creative synthesizing'. This approach is not an arrogant attempt to put down predecessors. Ideas are rarely developed in solitary efforts. Usually, they are the results of many years of cumulative cross-fertilization of numerous minds. Isaac Newton is alleged to have said on this point, 'If I have seen further, it is because I have stood on the shoulders of giants'.

What Do Counselling Psychologists Do?

Many counselling psychologists provide psychotherapy services, but other career paths are also available. Research, teaching, and vocational counselling are just a few of the possible alternatives to psychotherapy. Whether they are working with clients in a hospital setting or counselling students in an academic environment, these psychologists rely on a broad range of psychological theories the therapeutic approaches to help people overcome problems and realize their full potential.

Where Do Counselling Psychologists Work?

Counselling psychologists work in a variety of locations. Some professionals work in academic settings as professors, psychotherapy providers, and researchers. Others work in hospitals and mental health clinics, often alongside physicians and other mental health professionals including clinical psychologists, social workers, and psychiatric nurses. Still other counselling psychologists are self-employed in independent practice and offer psychotherapy services to individuals, families, and groups. A few other employment settings include private business, military, government agencies, consulting practices, and more.

Required Education and Training for Counselling Psychology

A Ph.D., Speed. or Doctorate in Psychology degree is required to become a counselling psychologist. Some students start by earning a bachelor's degree in a subject such as psychology or social work and then receive a master's degree in counselling or psychology before entering a doctorate program. In other cases, students can bypass the master's program and go straight from their undergraduate degree into a five- or six-year doctoral degree program. A Doctor of Philosophy or Doctor of Psychology degree will typically be offered through a university's psychology department.

Counselling Psychology vs. Clinical Psychology

Out of all the graduate psychology degrees awarded each year, more than half are in the subfields of clinical or counselling psychology. Counselling psychology shares many commonalities with clinical psychology, but it is also unique in several different ways. Many people are puzzled by the fact that some professional psychologists identify themselves as "counselling" psychologists, while others describe themselves as "clinical" psychologists. Counselling and clinical psychologists often perform similar work as researchers and/or practitioners and may work side by side in any number of settings, including academic institutions, hospitals, community mental health centres, independent practice, and college counselling centres, where they may have overlapping roles and functions. To add to the confusion, the term "clinical" psychology is sometimes used in a generic sense by legislators to refer to psychologists authorized to provide direct services in health care settings, regardless of their training.

The differences between counselling and clinical psychologists are rooted in the history of each specialty, which has influenced the focus and emphasis of the training they receive. Both counselling and clinical psychologists are trained to provide counselling and psychotherapy. In order to understand the traditions and orientation of each specialty, it may be helpful to consider the etymology of each of the descriptive terms. Clinical derives from the Greek, "Kline," which means bed, (and is also found in the root of the word "recline"). Clinical practice has traditionally referred to care provided at the bedside of an ill patient. Counsel is from the Latin, "consul ere," which means to consult, advice, or deliberate. These differences, broadly speaking, reflect the earliest focus of each field. Clinical psychologists have traditionally studied disturbances in mental health, while counselling psychologists' earliest role was to provide vocational guidance and advice. Today, though, the differences between psychologists from each specialty are more nuanced, and there are perhaps more similarities than differences among individual psychologists from each field.

The specialties of counselling and clinical psychology evolved concurrently, and at times, their paths of development intertwined. At the end of the 19th century and the beginning of the 20th, psychologists began to seek ways to apply the findings of psychological science to the problems

people experience in the world, in areas such as learning disabilities or mental illness. These first psychological clinics offered assessment and treatment services. Later, "clinical psychologists" began to provide psychotherapy, which previously had been the exclusive domain of psychiatrists. At the same time, as society became increasingly industrialized, the vocational guidance movement began to offer assistance to those seeking careers in which they would be most successful (and to provide employers with the most productive employees).

Counselling Psychology Employment

Counselling Psychologists are employed in a variety of settings depending on the services they provide and the client populations they serve. Although some are employed in colleges and universities as teachers, supervisors, researchers, most have jobs as clinical practitioners (often in independent practice) providing counselling, psychotherapy, assessment, and consultation services to individuals, families, groups, and organizations. Such services may be offered at mental health centres, Veterans Administration Medical Centres and other health care facilities, family services, health maintenance organizations, rehabilitation agencies, business and industrial organizations and consulting firms, as well as through independent practice offices.

Ethics

Ethics, which are the suggested standards of conduct based on a set of professional values and moral decision making regarding professional behaviour, are usually established by a discipline's professional organization. Counselling professional associations, like the American Counselling Association and the American Psychological Association, have their own code of ethics. These codes do not provide all the answers but do provide information on the most common issues and provide some uniformity between practitioners. Having a code of ethics is not a guarantee that the individual practitioner will follow them. However, it is expected that members of an organization do adhere to the code of ethics. Let's take a look at several important points that will usually be covered in a code of ethics.

Confidentiality

Confidentiality is an ethical understanding between the counsellor and the client that what the client tells the counsellor will be protected from disclosure without the client's permission. Before counselling sessions begin, the counsellor has the responsibility to inform the client of when they can and when they cannot maintain confidentiality. The client should sign an informed consent form that states that he or she is aware that there are specific times the counsellor cannot maintain confidentiality, such as when the client is a danger to himself or others or when the counsellor is subpoenaed to court.

Licensed private practice counsellors are protected with privileged communication from having to reveal information in court in many cases. The limits of privileged communication will vary by state. Non-licensed counsellors, like school counsellors, do not have this protection in most

states. In cases where the counsellor has to reveal information the client has shared with them, the counsellor should reveal as little as possible. The counsellor should err on the side of keeping the confidentiality. If the counsellor reveals information that is not necessary, they leave themselves open to ethical and legal sanctions, including loss of certification and licensure or a malpractice suit.

Exceeding Competence

Counsellors have an ethical responsibility to present their qualifications and experience truthfully. Many malpractice lawsuits are due to incompetence on the part of the counsellor due to the counsellor presenting herself as more qualified than she is or using techniques in counselling in which she has not had sufficient training. To prevent issues, counsellors who have an area of specialization, such as substance- abuse counselling, or who wish to use specialized techniques usually either take additional coursework in that area or attend conferences and workshops to acquire additional experience.

Sexual and Dual Relationships

Counsellors should never engage in a sexual relationship with a client - EVER. The greatest number of malpractice suits and complaints to professional organizations involve client-counsellor sexual relationships. The counsellor is in a position of power over the client by virtue of the position. This means it is always the counsellor's responsibility to prevent these relationships. A counsellor who has sexual feelings for a client may need to refer the client. Ethical standards even suggest that the counsellor should not engage in a sexual relationship with a former client because of that earlier relationship.

What about friendships or other relationships with clients? There is no clear-cut ethical guideline about counselling people that you already have some relationship with. However, the counsellor should use caution in counselling individuals with whom he or she has other relationships, such as family members, friends, and co-workers. The other relationship with the client might impair the counsellor's judgment and objectivity, and may affect the ability to provide services. The counsellor will need to decide if the relationship can cause harm to the client. The counsellor may decide to refer the client to another counsellor or see the client but establish guidelines to prevent ethical issues.

Counter transference

Another ethical issue that is rarely discussed is counter transference. Counter transference is where the counsellor projects feelings and attitudes that distort the way he or she perceives a client. Perceptions of a client are influenced by the counsellor's own past experiences. Counter transference may result in the counsellor being overprotective, treating the client too cautiously, seeing herself in the client, developing romantic or sexual feelings for the client, giving advice instead of therapy, or developing a social relationship with the client.

Counter transference is not all bad and may make the counsellor feel more empathetic of the client and more aware of their own feelings. When it becomes problematic, though, the counsellor should deal with feelings through consultation, supervision, or personal therapy.

Financial Issues

Counsellors in private practice will have to set fees for their services. They must generate enough income to cover salaries and other business expenses. However, if fees are too high, clients will go elsewhere. If fees are too low, the clients may feel the counsellor must not be as good as others who charge more.

The ACA Code of Ethics states that counsellors should consider the financial status of clients and locality. If the counsellor charges fees that a potential client cannot pay, they must help the client find comparable services with another counsellor.

Rehabilitation

People and their problems is complex. Therefore, it should come as no surprise that there are various rehabilitation program types, styles and treatment philosophies. What works for one person may not be as effective for another person. Part of that relates to the relatively new concepts of holistic treatment. Those concepts take into account other mental and physical ailments that need to be addressed and treated in order for rehabilitation to be successful not just in the present but also over the long term.

For example, successful rehab for alcoholism may require treating Dual Diagnosis conditions, such as addiction that occurs alongside depression or another mental health disorder. Treatment philosophies can differ between rehabilitation programs, with some stressing cognitive therapies over pharmaceutical treatments, whereas others may weight their treatment plans more towards behavioural modification in highly structured circumstances. Some rehab programs utilize multiple approaches, adjusting the balance and focus of these approaches as treatment progresses.

Change with Time

After getting the license, it does mean that the education of a counsellor is complete. Our society is changing day by day. The needs and problems of the present society is different from past. So a counsellor should upgrade himself according to the present need of the society. Daily new theories come in existence. He should have a keen knowledge of them.

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Job Satisfaction among Male and Female Teachers in Faridabad

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ABSTRACT

The aim of this research paper is to find out job satisfaction among male and female teachers in Faridabad schools. Total number of 100 teachers was assigned in two groups of male and female teachers in primary and senior sections. A survey type study was designed to find out the job satisfaction and occupational stress among teachers. In this study the tool was used Job Satisfaction Scale (J.S.S) by Dr. Amar Singh and Dr. D. R. Sharma. Data was treated by Mean, SD, and T-Test. The finding of the study revealed that there was a significant difference among teachers in their job satisfaction and occupational stress.

Keywords: *Job-Satisfaction, Occupational stress.*

Job satisfaction is a positive feeling and thinking about one's job. It includes the feelings about all the different terms related to the job like timings, working hours, salary and earnings, work environment, coworker's behavior etc. The concept of job satisfaction has been studied and developed by different researchers. One of the most widely used definitions in organizational research is that of Locke (1976), who defines job satisfaction as "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences." Locke and Lathan (1976) define job satisfaction as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience. Job satisfaction is a result of employee's perception of how well their job provides those things that are viewed as important.

An employee might be satisfied with one aspect and be dissatisfied with another aspect. For instance, someone may be very satisfied with the timings and coworker's behavior, but his salary may not satisfy him. His reaction in this situation depends on the importance of each aspect for him and the overall satisfaction of his job. Hulin, C. L., & Judge, T. A. (2003) believe it is not as simplistic as this definition suggests and instead that multidimensional psychological responses to one's job are involved.

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According to (Mitchell and Lasan, 1987), job satisfaction is the most important and frequently studied attitude. Luthan (1998) revealed three important dimensions to job satisfaction:

- Job satisfaction is an emotional response to a job situation.
- Job satisfaction is determined by how well outcome meet. For example, if the workers feel that they are working harder than others but are receiving very less they will have negative attitudes towards the work, but if they feel they are being treated very well and are being paid nicely, they will have positive attitudes towards their job.
- Job satisfaction represents several related attitudes which are most important Characteristics of a job about which people have effective response like: the work itself, pay, promotion opportunities, supervision and coworkers.

According to Smith et al. (1975), job satisfaction means *"the perceived characteristics of the job in relation to an individual's frames of reference. Alternatives available in given situations, expectations, and experience play important roles in providing the relevant frame of reference".* Brief and Weiss (2001) defined job satisfaction as "a pleasurable emotional state resulting from the evaluation from performance". Robert Dailey (2003) in his book mentioned job satisfaction as "a function of employee perceptions of events at work". He classifies job satisfaction in five groups, "1) satisfaction with the work itself, 2) satisfaction with pay, 3) satisfaction with fellow workers, 4) satisfaction with supervision and 5) satisfactions with promotions".

Job satisfaction is very important because it affects one's performance and productivity. It affects an individual's experience of work or quality of working life, general well-being, stress at work and out of work life, working conditions and the home environment.

Job satisfaction does not only depend on the quality of the employment, but also on the worker's expectations with respect to the job. Job satisfaction is so important that its absence often leads to reduced organizational commitment (Levinson, 1997, Moser, 1997). Lack of job satisfaction is a predictor of quitting a job (Alexander, Hellmann, 1997; Jamal, 1997).

Objectives

1. To find out significant difference in job satisfaction among male and female teachers in Faridabad schools.

Hypotheses

1. The poor salary structure makes both the male and female teachers dissatisfied with this profession.
2. With regard to the working environment the female teachers are more dissatisfied than their male counterparts.
3. There would be significant difference in job satisfaction among male and female teachers.

METHOD

Sample

The purposive sample comprised all the available working teachers in different schools. Total number of 100 teachers was assigned to two groups of male and female teachers in primary and senior sections.

Tools

For this purpose the following tool was used:

Job Satisfaction Scale (JSS): The job satisfaction scale is developed by Dr. Amar Singh and Dr. D. R. Sharma. The scale compares favorably with Muthayya's job satisfaction questionnaire giving a validity coefficient of .743. The scale measures job satisfaction in two types of areas - job-intrinsic (factors lying in the job itself) and job-extrinsic (factors lying outside the job). These areas are covered in 30 statements. Each statement had five alternatives from which a respondent had to choose any one which candidly expressed his response. Q. No. 6, 11, 13, 19, 23 and 25 had job concrete statements whereas job-abstract statements were in the form of Q.No. 8, 15, 16, 17, 21 and 27. Job extrinsic statements found their place in Q.No. 1, 3, 4, 7, 10, 12, 26 and 30. Economic and community growth statements were numbered as 2, 5, 9, 18 and 14, 22, 24, 28 and 29.

RESULTS AND DISCUSSION

Table 1 (Female Teachers 'Job Satisfaction Score)

	INTRINSIC SATISFACTION	EXTRINSIC SATISFACTION	TOTAL SATISFACTION
Mean	32.26	45.1	77.36
S.D	3.92	7.40	9.88
T-Score	-	-12.84	-1.30

Table 1 is showing the Mean , S.D and T-Score of the of female teachers job satisfaction on their intrinsic , extrinsic and total satisfaction, which reveals that the Mean of intrinsic and extrinsic satisfaction is 32.26 and 45.1 so the total satisfaction score is 77.36 whereas the S.D value of these factors are 3.92, 7.40 and 9.88 . We can see the T-Score of the total satisfaction of female teachers according to the given table is -1.30 which reveals less job satisfaction in female school teachers.

In 1968 Frederick Herzberg stated that satisfaction and dissatisfaction are caused by various factors-motivation and hygiene factors. Motivating factors of the job are those aspects of the job that encourage people to work and make them satisfied. These factors are intrinsic and depend on the nature of the job. Hygiene factors include working conditions such as policies of the organization, payroll system. He was the first one who introduced job satisfaction spectrum and

noted that if someone doesn't have dissatisfaction feelings about his job, it doesn't necessarily mean that he is satisfied with his job. Maybe he is indifferent to his job.

Many theorists have tried to come up with an explanation for why people feel the way they do in regards to their job. Locke developed the idea known as discrepancy theory. This theory suggests that a person's job satisfaction comes from what they feel is important rather than the fulfillment or unfulfillment of their needs. A person's importance rating of a variable is referred to "how much" of something is wanted. Discrepancy theory suggests that dissatisfaction will occur when a person receives less than what they want (Berry, 1997).

Table 2 (Male Teachers 'Job Satisfaction Score)

	INTRINSIC SATISFACTION	**EXTRINSIC SATISFACTION**	**TOTAL SATISFACTION**
Mean	34.22	46.86	81.08
S.D	5.05	7.27	10.76
T-Score	-	-12.64	1.17

Table 2 is showing the Mean , S.D and T-Score of the of male teachers job satisfaction on their intrinsic , extrinsic and total satisfaction, which reveals that the Mean of intrinsic and extrinsic satisfaction is 34.22 and 46.86 so the total satisfaction score is 81.08 whereas the S.D value of these factors are 5.05, 7.27 and 10.76 . We can see the T-Score of the total satisfaction of male school teachers according to the given table is 1.17.

According to Lisa (2008) "conflict between work and family was found to be a factor in many family problems such as depression, alcohol use and job satisfaction." According to Maike et al (2010)"Time is such a scarce source, flexible arrangements are a top indicator of work life equality and employee satisfaction."

Iqbal & Akhtar (2012) compared the level of job satisfaction between male and female secondary school teachers in all public sector secondary school teachers working in district Lahore, Pakistan. Data analysis results showed that Female teachers were more satisfied with work and supervision aspects of job as compared with male teachers and also there is no significant difference in the job satisfaction between science & arts and urban & rural school teachers.

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Conflict of Interests
The author declared no conflict of interests.

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Measure of Attachment Style

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ABSTRACT

This paper describes the development and standardization of a measure of perceived attachment styles. The four attachment styles namely secure, avoidant insecure, ambivalent insecure, and disorganized insecure attachment proposed by Mary Ainsworth (1970), Main and Soloman 1986 (Disorganized- insecure attachment). The items are constructed on socio-cultural and educational circumstances of the individuals using mix strategy for construction of the scale by selecting the items from various attachment scales and by writing some original items. Hence the tool will be largely suitable for measuring the attachment styles among the adults and adolescents in India. The tool has good construct validity and reliability.

Keywords: *Attachment Style, Secure, Avoidant Insecure, Ambivalent Insecure And Disorganized Insecure Attachment.*

Attachment has a huge impact on a person's life. The number of studies in the area of attachment styles matches its importance on the development of the personality. Researchers suggest that attachment has direct influence on personality. Psychologist John Bowlby was the first attachment theorist, describing attachment as a "lasting psychological connectedness between human beings."Bowlby (1969) believed that the earliest bonds formed by children with their caregivers have a tremendous impact that continues throughout life. He suggested attachment also serves to keep the infant close to the mother, thus improving the child's chances of survival.

Attachment style is considered to be somewhat constant or stable (e.g., Fraley, 2002, Klohnen and Bera, 1998, Simpson et al., 2007 and Gallith, Hart, Noftle & Stockdale, 2009), hence, most measures of adult attachment tend to focus on its trait-like characteristics. However, in recent years several authors have suggested that nevertheless its stability, attachment style is also likely to be influenced or shaped by major life events (Cozzarelli et al., 2003, Davila and Sargent, 2003, Feeney and Noller, 1992 and Hammond, Fletcher, 1991 and Gallith, Hart, Noftle&

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Stockdale, 2009), and different contextual factors (e.g., Baldwin and Fehr, 1995, Davila et al., 1997 and Gallith, Shaver, 2007 and Gallith, Hart, Noftle & Stockdale, 2009). Regardless of this reasoning, and the procreation and predominant use of attachment measures in adult relationship research over the past 20 years, there is currently no Indian measure that captures temporary fluctuations in the thoughts, feelings, and behaviors underlying attachment processes. In the present article, we describe the rationale for creating an Indian measure of attachment, introduce a self-report measure that we developed, and describe the studies attesting to the reliability and validity of this new measure.

Definition and Dynamics of Attachment styles

Ever since Bowlby, 1969/1982, Bowlby, 1973 and Bowlby 1980 introduced attachment theory to explain the bonds that infants form with their primary caregivers (i.e., ‘‘attachment figures”), individual differences in “attachment styles” have been conceptualized and measured in terms of anxiety, avoidance, and security (e.g., Ainsworth et al., 1978, Carver, 1997, Hazan and Shaver, 1987, Simpson, 1990 and Gallith, Hart, Noftle & Stockdale, 2009). Attachment styles are believed to reflect individuals’ cognitive–affective “working models” (i.e., mental representations) of self and other and ensuing behavioral orientations toward close relationship partners. Attachment anxiety is characterized by self-doubt about one’s own worth and abilities, extreme need for interpersonal closeness, love, and support, and continuous worrying about being rejected or abandoned. Attachment avoidance is characterized by unwillingness to trust others, an emphasis on self-sufficiency and autonomy, a relatively low tolerance for interpersonal intimacy and interdependence, and a tendency to down-regulate one’s own emotions. Finally, attachment security relates to a sense of faith in the responsiveness of attachment figures, one’s own worth and abilities, and ease with intimacy and interdependence, as well as the relative absence of anxiety and avoidance (Mikulincer and Shaver, 2007a, Gallith, Hart, Noftle and Stockdale, 2009).

Attachment styles are often assumed of as stable personality dimensions and an outsized body of research supports that idea (e.g., Kirkpatrick and Hazan, 1994, Simpson et al., 2007 and Waters et al., 2000). However, Bowlby’s original theory and some of its contemporary conceptualizations (e.g., Fraley and Brumbaugh, 2004, Gallith et al., 2008 and Mikulincer and Shaver, 2007 and Gallith, Hart, Noftle & Stockdale, 2009) suggest that there is more to attachment style than stable dispositions – hence the terms *working models*, and *dynamic behavioral systems*. According to Bowlby (1969/1982), mental representations of self and other are mostly accurate reflections of actual experiences, especially in the context of close relationships, which are revised and updated as a person enters new relationships and has new experiences (although Bowlby suggested that working models that are formed early in life, or are particularly strong, will tend to persist).

Several studies have provided evidence to support Bowlby's conceptualization of working models and the dynamic attachment system. For example, Feeney and Noller (1992) found when following a sample of young adults for 10 weeks that the formation of a secure relationship was related to an increase in attachment security and a decrease in attachment insecurity (Gallith, Hart, Noftle and Stockdale, 2009). Similarly, Hammond and Fletcher (1991) found that involvement in satisfying relationships at one point in time was associated with increased security later. Kirkpatrick and Hazan (1994) also found that relationship experiences moderate the stability of attachment style when they monitored college students over 4 years. Relationship breakups were associated with changes from secure to insecure attachment styles and avoidant subjects who formed new relationships were less likely to remain avoidant than those who did not (Gallith, Hart, Noftle and Stockdale, 2009). Likewise, Davila and Saegent (2003) found that perceptions of greater interpersonal loss related to life events were positively associated with greater attachment insecurity on a day-to-day basis (Gallith, Hart, Noftle and Stockdale, 2009). Especially important for the current work, they also found that trait levels of attachment security did not moderate this association, suggesting that state attachment – or fluctuations in the sense of security – is independent from dispositional attachment style. Even though their encouraging preliminary findings, Davila and Sargent also found high week-to-week correlations between the attachment scores (over .90), which means they may not have adequately captured the cultural component of attachment. This highlights the need for a scale that is solely dedicated to the measurement of such a construct (Gallith, Hart, Noftle and Stockdale, 2009).

Recent empirical findings provide further evidence that working models, and thus attachment styles, are flexible across even very short durations, such as minutes or hours. For instance, reminding people of times when they have felt secure, anxious or avoidant momentarily activates a specific attachment schema (Baldwin et al., 1993 and Baldwin et al., 1996 and Gallith, Hart, Noftle& Stockdale, 2009). This momentary activation of a schema seems to temporarily dominate stable characters in terms of influencing participants' perceptions, expectations, and behaviors. For example, Gillath and Shaver (2007) showed that priming a specific attachment context (by asking people to imagine their partner as either responsive and sensitive or unresponsive and insensitive) affects their responses to relationship-related scenarios, and Gillath et al., (2006) showed that such priming also affects participants' goal pursuits. Gillath et al., (2008) bring evidence to suggest that these temporary changes can persist for a relatively long time (Gallith, Hart, Noftle & Stockdale, 2009).

According to Baldwin and others, changes in attachment style are possible because people simultaneously hold in their minds several models of self and other ordered in a hierarchy (Baldwin et al., 1996, Collins and Read, 1994, Klohnen et al., 2005 and Pierce and Lydon, 2001 and Gallith, Hart, Noftle & Stockdale, 2009). At higher levels of organization, these models include abstract rules or assumptions about attachment relationships, and at lower levels, they include information about specific relationships and events within relationships (e.g., Collins and

Read, 1990 and Overall et al., 2003). Each of these models can be activated and made more accessible at any given moment. Levels of attachment anxiety, avoidance, and security are then set as a function of the model or schema that is most strongly activated.

The need for a measure of attachment style scale in India

Based on the conceptualizations and research reviewed above, we found that at least life events (especially those belong to close relationships), and experimental activation of close relationship schemas, temporarily affect people's attachment style or levels of security and insecurity. Likewise, these temporarily fluctuations are not simply "noise" but result in meaningful behavior; priming studies have shown that enhancing security or insecurity influences prosocial behavior such as volunteering, well-being and mental health (e.g., lowering PTSD symptoms), and increases intergroup tolerance (e.g., Mikulincer, Shaver, Gillath & Nitzberg, 2005; for reviews see Gillath et al., 2008 and Milkulincer and Shaver, 2007a and Gallith, Hart, Noftle & Stockdale, 2009). In other words, attachment style changes across moments in time and situations, though within a range constrained in part by a person's stable dispositions. Fleeson (2001) has already demonstrated similar findings for the Big Five personality traits – although individuals' average level of behavior relevant to each trait was very stable from one week to the other, their scores on Big Five dimensions varied across specific occasions (Gallith, Hart, Noftle& Stockdale, 2009). Thus, scores on an attachment measure have the potential to account for a unique portion of the variance in psychological, behavioral, and relationship outcomes (e.g., emotions, interpersonal communications, and relationship constancy and fulfillment).

And as we know, culture influences the many aspects of mental health and well-being though the aspects of the attachment. As we found none or very few scales are available in India, which have been standardized and validated on Indian sample.

What should an Indian attachment measure look like?

Currently, there are two main approaches to measuring adult attachment style: self-reports and interviews. The Adult Attachment Interview (AAI; George, Kaplan & Main, 1985) and measures based on it (e.g., Bartholomew & Horowitz, 1991) usually defines attachment in terms of three or four categories; however several of the self-report measures, including the ECR (and the revised ECR-R; Fraley, Waller and Brennan (2000) conceptualize adult attachment in terms of two orthogonal dimensions (anxiety and avoidance), with security defined as low scores on both of these dimensions. Because of this, one might assume that a measurement scale would have a similar structure but, three orthogonal dimensions (i.e. Secure attachment, Ambivalent-insecure attachment and Avoidant-insecure attachment style) consists a total of 27 items on five point rating scale (Secure-). Nevertheless, other measures, such as Simpson (1990) and Hazan and Shaver (1987) original measure have suggested a different structure in which security is an independent dimension, related negatively, but moderately, to anxiety and avoidance (which are in turn mostly or totally independent of each other).

We therefore tested various possible structures, with a varying number of dimensions, and different links between the dimensions. The only restriction we had for our measure was that the items had to reflect attachment-related thoughts, feelings, or behaviors that would be interpretable in light of existing measures and structural conceptualizations.

METHOD

Participants

The scale was administered on 1000 (500 males and 500 females) individuals from various schools and universities of Aligarh and Delhi NCR. The age range of the sample was 15 to 30 years with the mean age being 22.5 years. Participants responded to each item using a 5-point scale, ranging from 1 (S*trongly disagree*) to 5 (*Strongly agree*), with 3 (*Don't know*) as the midpoint of the scale. The 52 items were presented in a randomized order.

Development of the scale

This scale was constructed to assess the attachment patterns of the individual. Initially an item pool was gathered for the scale keeping in mind the attachment patterns proposed by Ainsworth et al. (1970, 1986). Before administering the scale a number of experts in this particular area were asked to review the items for appropriateness. After their feedback it was decided to select 40 items. These 40 items were tested on a sample of 1000 individuals. Each item was rated on 5 point Likert type rating scale ranging from 1 "Strongly disagree" to 5 "strongly agree". The higher score shows the dominant attachment pattern.

Exploratory factor analysis

We conducted an exploratory factor analysis testing 1, 2, 3, and 4-factor solutions, which reflected common structures in existing trait attachment style measures. A one-factor solution might indicate a single secure–insecure bipolar dimension, which we thought possible but unlikely for an India-based attachment. A two-factor solution might suggest a similar structure to Brennan et al., (1998) ECR, with a state dimension for both anxiety and avoidance. A three-factor structure could represent an organization similar toHazan and Shaver's (1987) prototype approach of secure, avoidant, and anxious–ambivalent styles or Collins and Read's (1990) dimensions of anxiety, closeness, and dependency. A four-factor structure could represent the quadrants formed by the RQ (Bartholomew & Horowitz, 1991).

We predicted different patterns of correlations between the factors as a function of the different factor solutions. For example, we predicted that with a two-factor solution that was similar to Brennan et al.'s orthogonal structure of attachment, we might observe relatively uncorrelated factors. However, a two-factor structure that contrasted secure vs. insecure styles, or approach-related vs. avoidance-related styles, might be negatively correlated. A three-factor structure similar to Hazan and Shaver (1987) might result in a relatively small negative correlation between the secure and anxious factors, but larger, negative correlations between the other two-

factor pairings (e.g., Shaver & Brennan, 1992). After an exploratory factor analysis was done by using SPSS 20.0. In this scale 3 factors were emerged confirming 3 dimensions of the attachment and the percent of variance (factorial/construct validity) explained by factors varies from 6.25 to 15.96 and cumulative variance 30.27%. This confirms high level of construct validity of the tool.

Reliability

The consideration of the validity and the reliability are typically viewed as essential elements for determining the quality of any standardized test. However, professionals and practitioners associations frequently have placed these concerns within broader context when developing standards and making overall judgment about the quality of any standardized test as a whole within a given context. For establishing the internal consistency reliability: Cronbach's alpha is used which was found to be 0.80 for the entire scale.

Validity

There are various methods to establish construct validity of the tool. But majority of them are having limitations as a role of time and existence of subjectivity in experts' ratings. To overcome these limitations, Factor Analysis with Varimax rotation was used to establish the construct validity of the tool. Data screening was carried out in order to existence of multi-colinearity (i.e. items that are highly correlated) and singularity (i.e. items that are perfectly correlated) in the scale. For testing multi-colinearity and singularity 'Determinant' of the R-matrix was estimated and it has to be greater than 0.00001.

Procedure

The respondents were from various schools, colleges and universities of Aligarh and Delhi NCR. To gain the entry in these institutions the authority person was contacted. A rapport was established with him/her and he/she was briefed about the purpose of the study. It was only when he/she was satisfied with the explanation that the date collection could proceed. The schools, colleges and universities were conveniently selected so that it could be easy to reach there for the data collection. We then explained the purpose of the study to the respondents. It was also made clear that survey was not affiliated to any government agency and it was purely for the research purpose. They were assured about the confidentiality of their responses and were requested to extend their full co-operation. After they finished the questionnaires were taken back and further statistical analysis was done by using SPPS 20.0.

RESULT AND DISCUSSION

The underlying structure of the 40 items have been examined through a series of exploratory factor analyses in SPSS 20.0 with unweighted least squares extraction in the initial factoring process, and Varimax rotation, because it was expected that the factors may not be necessarily orthogonal. The initial 40-item solution was examined using the scree test (Cattell, 1966; 1978,

p. 7), rather than the traditional Eigenvalue greater than one test. Using the scree test, the first significant jump between eigenvalues seemed to be between the fourth (eigenvalue = 1.56) and the third factor (eigenvalue = 2.50), or more conservatively, between the third factor and the second factor (eigenvalue = 3.25). Therefore, the scree pattern suggested either a three- or two-factor solution, but because of theoretical ideas about one-factor to four-factor solutions, it was decided to examine these solutions as well. Therefore, the three-factor solution has been examined. This solution included three factors with items that had high positive loadings on their respective factors, no negative main loadings on any of the factors, and negligible cross-loadings on other factors. In addition, there were several items that did not load strongly on any of the factors. The two-factor solution also had a number of high loadings but they were relatively unbalanced.

Table 1: The final set of MOAS items and their loadings as part of the exploratory factor analysis.

	Items	**Factor I (Ambivalent)**	**Factor II (Avoidant)**	**Factor III (Secure)**
35	I get depressed when my closed ones are not around me as much as I would like.	**.626**		
31	It is worrying for me, if others neglect me.	**.591**		
32	I get annoyed when people are unavailable at the time of need.	**.559**		
31	I feel worry about being abandoned by others.	**.557**		
29	I worry about being alone.	**.515**		
36	I sometimes worry that I will be hurt if I allow myself to become too close to others.	**.493**		
8	I feel shy in sharing things to others	**.488**		
30	At times, I feel like getting close to others, but then something draws me back.	**.481**		
15	I feel depressed if someone close to me is unavailable at the time of need.	**.471**		
4	I am least interested in being attached with others.		**.655**	
38	I do not find it easy in being close to others.		**.579**	
10	I don't prefer people getting too close to me.		**.577**	
22	The moment someone starts to get closer, I find myself pulling away.		**.552**	
28	I am comfortable, irrespective of people being with me or not.		**.528**	
19	Unlike others, I am usually unwilling to get closer.		**.502**	
39	I become irritated or upset in maintaining the			

	Items	Factor I (Ambivalent)	Factor II (Avoidant)	Factor III (Secure)
	relationship with others.		**.483**	
14	I withdraw myself to get too close to others.		**.477**	
13	I don't worry if others don't accept me.		**.468**	
27	I don't bother, if closed ones like or love me.		**.460**	
34	I prefer to express my feelings.			**.642**
18	I share almost everything with my closed one.			**.613**
40	I don't usually feel hesitant and demeaned discussing my problems with others.			**.597**
17	I usually discuss my problems with my relatives and friends.			**.577**
1	I find it relatively easy to get close to others.			**.568**
37	It is not difficult for me to get emotionally close to others.			**.530**
20	I find people trustworthy.			**.515**
33	I find it very easy to depend on others.			**.492**

Table 1 shows the loadings of the 21 items on each of the factors.

In the next step, the numbers of items were reduced from 40 to 27, to include only the items that had high loadings on factor solutions, and then once again the factor structure was examined using exploratory factor analyses. This analysis suggested that the best structure was a 3-factor solution, which included factors relating to security, avoidance, and ambivalence, accounting for 68.08% of the total variance (30.27%, 20.39%, and 10.42% for the three factors, respectively). The final version of the scale was obtained through several filtering steps, where the items were eliminated that had cross-loadings greater than .20 on more than one factor or had loadings smaller than .40 on the proposed factor, resulting in a 27-item scale, with 8, 10 and 9 items measuring each of the three content domains.

Cronbach alpha coefficients for the three MOAS subscales ranged from .80 to .81, suggesting good internal consistency.

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Conflict of Interests
The author declared no conflict of interests.

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Measure of Attachment Style

Name:	**Age:**	**sex:**	**Religion:**
Class:	**Name of the University/School:**		
Contact No.:	**Email:**		

Measure of Attachment Style (MOAS)

Please read each of the following statements and the extent to which it describes your feelings you or others. Please think and respond how you generally feel.

Show how much you agree or disagree with each of the following statements by rating them on this scale:

1	2	3	4	5
Strongly disagree	Disagree	Don't know	Agree	Strongly agree

1. I do not find it easy in being close to others. ___
2. I don't usually feel hesitant and demeaned discussing my problems with others. ___
3. I worry about being alone. ___
4. I am least interested in being attached with others. ___
5. It is not difficult for me to get emotionally close to others. ___
6. At times, I feel like getting close to others, but then something draws me back. ___
7. I don't prefer people getting too close to me. ___
8. I find it very easy to depend on others. ___
9. I feel worry about being abandoned by others. ___
10. I don't worry if others don't accept me. ___
11. I prefer to express my feelings. ___
12. I get annoyed when people are unavailable at the time of need. ___
13. I withdraw myself to get too close to others. ___
14. I find people trustworthy. ___
15. I feel depressed if someone close to me is unavailable at the time of need. ___
16. Unlike others, I am usually unwilling to get closer. ___
17. I usually discuss my problems with my relatives and friends. ___
18. It is worrying for me, if others neglect me. ___
19. The moment someone starts to get closer, I find myself pulling away. ___
20. I share almost everything with my closed ones. ___
21. I get depressed when my closed ones are not around me as much as I would like. ___

22. I don't bother, if closed ones like or love me. ___
23. I find it relatively easy to get close to others. ___
24. I sometimes worry that I will be hurt if I allow myself to become too close to others. ___
25. I am comfortable, irrespective of people being with me or not. ___
26. I feel shy in sharing things to others. ___
27. I become irritated or upset in maintaining the relationship with others. ___

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Role of Psychology in Mental Health

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ABSTRACT

Mental health describe our social, emotional, and psychological states, all wrapped up into one. Someone who experiences “good” mental health, therefore, has found a balance in his or her social, emotional, and psychological areas of life. Term “behavioral health” is being used incorrectly refer to mental illness. We explore the nature of psychology. We outline the different schools of thought and method of inquiry in psychology. Psychologists provide vital mental and behavioral health services in primary care. They identify and modify behaviors to promote individuals’ health and wellness across the lifespan. A significant and growing number of psychologists (e.g., in such areas as health, clinical, counseling, family, and rehabilitation psychology) provide inter professional, team-based care in pediatric, adult, and family-oriented primary care settings in both the public and private sectors. This paper tries to highlight the role of psychology in mental health and practically utilities of psychology in present scenario of mental health.

Keywords: *Mental Health, Growing, Emotional, Explore, Wrapped.*

Mental health includes "subjective well-being, perceived self-efficacy, autonomy, competence, intergenerational dependence, and self-actualization of one's intellectual and emotional potential, among others .WHO further states that the well-being of an individual is encompassed in the realization of their abilities, coping with normal stresses of life, productive work and contribution to their community. However, cultural differences, subjective assessments, and competing professional theories all affect how "mental health" is defined. Mental health is also used as a consumerist euphemism for mental illness, especially when used in conjunction with "concerns", "problems", or "clinic". Consequently, "mental health" is now being equated with mental illness without reference to the positive strengths associated with mental health, as above. Similarly, the term "behavioral health" is being used, incorrectly, to refer to mental illness, as a consumerist approach to avoiding the stigma associated with the words "mental" and "illness".

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The issues of mental illness capture our interest, demand our attention, and trigger our concern. They also compel us to ask questions. To illustrate further, let's consider clinical case. Monika is a 24-year-old law student. She is attractive, neatly dressed, and clearly very bright. If you were to meet her, you would think that she had few problems in her life; but Monique has been drinking alcohol since she was 14, and she smokes marijuana every day. Although she describes herself as "just a social drinker," she drinks four or five glasses of wine when she goes out with friends and also drinks a couple of glasses of wine a night when she is alone in her apartment in the evening. She frequently misses early morning classes because she feels too hangover to get out of bed. Although she denies having any problems with alcohol, Monique admits that her friends and family have become very concerned about her and have suggested that she seek help. The previous week she decided to stop smoking marijuana entirely because she was concerned that she might have a drug problem. However, she found it impossible to stop and is now smoking regularly again. This is a question that concerns the criteria that must be met before someone receives a particular diagnosis. These cases, which describe real people, give some indication of just how profoundly lives can be derailed because of mental disorders. It is hard to read about difficulties such as these without feeling compassion for the people who are struggling. Still, in addition to compassion, clinicians, and researchers who want to help people like If we are to understand mental disorders, we must learn to ask the kinds of questions that will enable us to help the patients and families who suffer from mental disorders.

Historical view of mental illness

Our historical efforts to understand abnormal psychology include both humor and tragedy. In this section, we will highlight some views of psychopathology, and some of the treatments administered, from ancient times to the twenty-first century. References to abnormal behavior in early writings show that the Chinese, Egyptians, Hebrews, and Greeks often attributed such behavior to a demon or god who had taken possession of a person. Whether the "possession" was assumed to involve good spirits or evil spirits usually depended on the affected individual's symptoms. If a person's speech or behavior appeared to have a religious or mystical significance, it was usually thought that he or she was possessed by a good spirit or god. Such people were often treated with considerable awe and respect, for people believed they had supernatural powers.

During this period the Greek physician Hippocrates (460–377 B.C.), often referred to as the father of modern medicine. He believed that the brain was the central organ of intellectual activity and that mental disorders were due to brain pathology. Hippocrates classified all mental disorders into three general categories—mania, melancholia, and phrenitis (brain fever)—and gave detailed clinical descriptions of the specific disorders included in each category. Later Greek and Roman physician Galen took a scientific approach to the field, dividing the causes of psychological disorders into physical and mental categories. Johann Weyer was one of the first physicians to specialize in mental disorders, and his wide experience and progressive views

justify his reputation as the founder of modern psychopathology. From the sixteenth century on, special institutions called asylum—sanctuaries or places of refuge meant solely for the care of the mentally ill—grew in number, Pinel's and Tuke's humanitarian experiments revolutionized the treatment of mental patients throughout the Western world. Benjamin Rush founder of American Psychiatry. Rush encouraged more humane treatment of the mentally ill.

At the beginning of the twentieth century, National Institute of Mental Health was organized, and provided active support for research and training through psychiatric residencies and (later) clinical psychology training programs. In the first half of the twentieth century, hospital care for the mentally ill afforded very little in the way of effective treatment.

The Emergence of Contemporary Views of Abnormal Behavior what we know today as the scientific, or experimentally oriented, view of abnormal behavior and the application of scientific knowledge to the treatment of disturbed individuals. We will describe four major themes in abnormal psychology that spanned the nineteenth and twentieth centuries and generated powerful influences on our contemporary perspectives in abnormal behavior: (1) biological discoveries, (2) the development of a classification system for mental disorders, (3) the emergence of psychological causation views, and (4) experimental psychological research developments.

Advances in the study of biological and anatomical factors as underlying both physical and mental disorders developed in this period. A major biomedical breakthrough, for example, came with the discovery of the organic factors underlying general paresis—syphilis of the brain. Emil Kraepelin (1856–1926), played a dominant role in the early development of the biological viewpoint. His textbook *Compendium der Psychiatrie*, published in 1883, not only emphasized the importance of brain pathology in mental disorders but also made several related contributions that helped establish this viewpoint.

Despite the emphasis on biological research, understanding of the psychological factors in mental disorders was progressing as well. The first major steps were taken by Sigmund Freud (1856–1939), the most frequently cited psychological theorist of the twentieth century (Street, 1994). During five decades of observation, treatment, and writing, Freud developed a comprehensive theory of psychopathology that emphasized the inner dynamics of unconscious motives that are at the heart of the psychoanalytic perspective. The methods he used to study and treat patients came to be called psychoanalysis. The patients usually displayed considerable emotion and, on awakening from their hypnotic states, felt a significant emotional release, which was called a catharsis. One method, free association, involved having patients talk freely about themselves, thereby providing information about their feelings, motives, and so forth. A second method, dream analysis, involved having patients record and describe their dreams. These

techniques helped analysts and patients gain insights and achieve a better understanding of the patients' emotional problems.

Experimental Psychology

In 1879 Wilhelm Wundt established the first experimental psychology laboratory at the University of Leipzig. While studying the psychological factors involved in memory and sensation, they followed his experimental methodology and also applied some of his research strategies to study clinical problems. Another of Wundt's students, Lightner Witmer established the first American psychological clinic. Witmer's clinic focused on the problems of mentally deficient children in terms of both research and therapy. Witmer, considered being the founder of clinical psychology. Behavioral perspective is organized around a central theme: the role of learning in human behavior. Although this perspective was initially developed through research in the laboratory rather than through clinical practice with disturbed individuals, its implications for explaining and treating maladaptive behavior soon became evident. Classical Conditioning The origins of the behavioral view of abnormal behavior and its treatment are tied to experimental work on the type of learning known as classical conditioning—a form of learning in which a neutral stimulus is paired repeatedly with an unconditioned stimulus that naturally elicits an unconditioned behavior. After repeated pairings, the neutral stimulus becomes a conditioned stimulus that elicits a conditioned response. Pavlov's discoveries in classical conditioning excited a young American psychologist, John B. Watson (1878–1958), who was searching for objective ways to study human behavior. Watson's approach placed heavy emphasis on the role of the social environment in conditioning personality development and behavior, both normal and abnormal. Today's behaviorally oriented psychologists still accept many of the basic tenets of Watson's doctrine, although they are more cautious in their claims.
Operant Conditioning E. L. Thorndike (1874–1949) and subsequently B. F. Skinner (1904–1990) were exploring a different kind of conditioning, one in which the consequences of behavior influence behavior. Behavior that operates on the environment may be instrumental in producing certain outcomes, and that behavior will be repeated on similar occasions. In Skinner's view, behavior is "shaped" when something reinforces a particular activity of an organism—which makes it possible "to shape an animal's behavior almost as a sculptor shapes a lump of clay". Here we discuss the history of mental illness see that psychology play a major role in development of mental health.

How Psychologists can contribute in mental health?

Psychologists provide vital mental and behavioral health services in primary care. They identify and modify behaviors to promote individuals' health and wellness across the lifespan. A significant and growing number of psychologists (e.g., in such areas as health, clinical, counseling, family, and rehabilitation psychology and geropsychology) provide interprofessional, team-based care in pediatric, adult, and family-oriented primary care settings in both the public and private sectors.

Primary care physicians increasingly rely on the services of psychologists, particularly in rural and underserved areas. Increased access to psychologists in primary care improves the coordination of care and treatment planning, while reducing the stigma associated with seeking mental and behavioral health treatment.10

- In primary care, psychologists recognize and treat mental and behavioral health disorders earlier, often saving significant costs, decreasing the load on medical providers, and delivering services in an approach desired by many patients.13
- Psychologists provide an array of individual, group, and family interventions effective for depression, anxiety, pain, and adjustment issues surrounding chronic illness. They help patients with life-threatening illnesses manage symptoms and cope with medical interventions and their side effects. Psychologists also provide support to address family needs, enhance communication, and promote recovery.
- Formal assessment and diagnostic services delivered by psychologists provide a thorough, standardized approach to understanding the patient's presenting problem, thereby enabling appropriate treatment planning and intervention.14 Implementation of evidence-based treatment modalities by psychologists has been shown to improve both physical and mental health.9,10,15
- Research has also shown a "cost offset of 20 to 40 percent for primary care patients who receive behavioral health services." 10 Fewer hospitalizations result in significant cost reductions for patients with chronic physical illness and/or mental health conditions.16 Access to behavioral health services during medical visits likewise improves treatment adherence,17 which has been associated with $105 billion in annual avoidable health care costs.18

Psychologists have a strong research foundation and can contribute to the design, implementation, and evaluation of behavioral interventions that improve patients' treatment compliance and the overall management of acute and chronic health conditions in primary care.

Professionals involved in the prevention, management and treatment of psychological problems

The number of psychologists working in health and social care and other fields has increased considerably over the last few decades. Their tasks focus on preventing, assessing, treating and/or helping individuals to manage emotional, behavioural and cognitive problems using psychological theory and research. They also work alongside, or provide consultancy to, other health professionals. It is helpful to be able to distinguish between the skills available to different types of therapists who use psychology.

- *Clinical psychologists* aim to reduce psychological distress and enhance and promote psychological well-being. They work with people with mental or physical health problems, including anxiety and depression, serious and enduring mental illness, adjustment to physical illness, neurological disorders, addictive behaviors, and childhood behavior disorders,

personal and family relationships. They work with people throughout the life span, sometimes specializing in fields such as learning difficulties.

- *Health psychologists* apply psychological research and methods to the strategic prevention and management of disease, the promotion and maintenance of health, the identification of psychological factors that contribute to physical illness, and the formulation of health policy. As examples, they study why and when people seek professional advice about their health, why they do or do not take preventative measures, how patients and health care professionals interact, how patients adapt to illness, and the links between perception, health behavior and physical functioning.
- *Counselling psychologists* apply psychology to working collaboratively with people across a diverse range of human problems. This includes helping people manage difficult life events such as **bereavement**, past and present relationships and mental health problems such as depression. Counselling psychologists accept subjective experience as valid for each person, explore underlying issues and use an active collaborative relationship to empower people to consider change. Counselling psychologists adopt a holistic stance, which involves examining issues within the wider context of what has given rise to them. The roles of psychologists overlap with the roles of other health care professionals who have similar aims, including:
- *Counsellor*. Similar to a counselling psychologist, except that anyone can describe themselves as a counsellor. Training courses vary from a few days to several years. There are short courses that provide a certificate Psychology in the context of health and social care.
- *Psychoanalyst*. Someone who has trained in psychoanalysis under the supervision of an approved psychoanalyst. All approved psychoanalysts can trace the provenance of their trainers back to those who were trained by Freud himself. All analysts undergo psychoanalysis themselves as part of a lengthy period of training.
- *Psychodynamic psychotherapist*. A therapist who has undergone a period of intensive training, including personal analysis and supervised practice, and who bases their approach on a psychodynamic model.
- *Psychiatrist*. A medical doctor who, since qualifying, has specialized in the diagnosis and treatment of people with mental health disorders. They may use a range of psychological therapies, but these usually include drug treatments which they have the right to prescribe. They sometimes use physical interventions such as electroconvulsive therapy (ECT). They are in charge of psychiatric beds and have the authority to admit people to hospital for treatment on a voluntary or compulsory basis. They usually assume the clinical lead of a multi professional mental health team that includes clinical psychologists, mental health nurses and social workers.
- *Cognitive behavior therapist*. A qualified health or social care professional, such as a mental health nurse, who has completed undergraduate or postgraduate specialist training in CBT for the treatment for such disorders as depression, psychosis or obsessive-compulsive disorders. All clinical psychologists are trained to offer CBT.

How to improve mental and emotional health?

In order to maintain and strengthen your mental and emotional health, it's important to pay attention to your own needs and feelings. Don't let stress and negative emotions build up. Try to maintain a balance between your daily responsibilities and the things you enjoy. Taking care of yourself includes pursuing activities that naturally release endorphins and contribute to feeling good. In addition to physical exercise, endorphins are also naturally released when we:

- **Do things that positively impact others.** Being useful to others and being valued for what you do can help build self-esteem.
- **Practice self-discipline.** Self-control naturally leads to a sense of hopefulness and can help you overcome despair, helplessness, and other negative thoughts.
- **Learn or discover new things.** Think of it as "intellectual candy." Try taking an adult education class, join a book club, visit a museum, learn a new language, or simply travel somewhere new.
- **Enjoy the beauty of nature or art.** Studies show that simply walking through a garden can lower blood pressure and reduce stress. The same goes for strolling through a park or an art gallery, hiking, admiring architecture, or sitting on a beach.
- **Limit unhealthy mental habits like worrying.** Try to avoid becoming absorbed by repetitive mental habits—negative thoughts about yourself and the world that suck up time, drain your energy, and trigger feelings of anxiety, fear, and depression
- **Appeal to your senses.** Stay calm and energized by appealing to the five senses: sight, sound, touch, smell, and taste. Listen to music that lifts your mood, place flowers where you will see and smell them, massage your hands and feet, or sip a warm drink.
- **Engage in meaningful, creative work.** Do things that challenge your creativity and make you feel productive, whether or not you get paid for it—things like gardening, drawing, writing, playing an instrument, or building something in your workshop.
- **Make leisure time a priority.** Do things for no other reason than that it feels good to do them. Go to a funny movie, take a walk on the beach, listen to music, read a good book, or talk to a friend. Doing things just because they are fun is no indulgence. Play is an emotional and mental health necessity.
- **Make time for contemplation and appreciation.** Think about the things you're grateful for. Mediate, pray, enjoy the sunset, or simply take a moment to pay attention to what is good, positive, and beautiful as you go about your day.

Everyone is different; not all things will be equally beneficial to all people. Some people feel better relaxing and slowing down while others need more activity and more excitement or stimulation to feel better. The important thing is to find activities that you enjoy and that give you a boost.

Supportive relationships: The foundation of emotional health

No matter how much time you devote to improving your mental and emotional health, you will still need the company of others to feel and be your best. Humans are social creatures with an emotional need for relationships and positive connections to others. We're not meant to survive, let alone thrive, in isolation. Our social brains crave companionship—even when experience has made us shy and distrustful of others. Social interaction—specifically talking to someone else about your problems—can also help to reduce stress. The key is to find a supportive relationship

with someone who is a "good listener"—someone you can talk to regularly, preferably face-to-face, who will listen to you without a pre-existing agenda for how you should think or feel. A good listener will listen to the feelings behind your words, and won't interrupt or judge or criticize you. The best way to find a good listener? Be a good listener yourself. Develop a friendship with someone you can talk to regularly, and then listen and support each other.

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Conflict of Interests
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Relevance of Educational Philosophy of Rabindranath Tagore in Modern India

Nisha Goswami[1]*, D. S. Malviya[2]

ABSTRACT

Rabindranath Tagore was a great philosopher, thinker, educationist, social activist and intellectual of 20th century. Tagore was a charismatic figure who had a rare great personality, exhibited multidimensional ideas and which has relevance in present era too. It represents important social and cultural changes of the present and rejects claims of classical social thinkers. He establishes a highly pluralistic and diverse view about the education.

Keywords: *Education, Rabindranath Tagore, Modern India, Philosophy.*

Rabindranath Tagore was a great philosopher, visionary, social reformer, great preacher of Indian culture and tradition. A multidimensional personality endowed with versatile genius and untiring zeal. The contributions of Tagore on Indian education was immense. His ideas reflect a blending of East and West. His ideas and philosophical thoughts were ingrained by the Vedas and Upanishadas on one hand and advocacy for the science of learning, conserving environment and art of creativity on other hand. Tagore opined that the contradictions of human life provoke the quest for the truth. He firmly believed that every human has great soul having sufficient potential to progress towards super human being in the universal soul that can be achieved only through education. According to him, the basic aim of education is to facilitate the individuals to accomplish means of self-realization. The education system of a nation should be able to provide opportunity of all round development to all people of the nation with equal emphasis of acquisition of knowledge and skills.

Concept of education

According to Tagore (1931) every individual surrounded by education which provide the path of knowledge and cultural link with wider world. The higher education should disseminate information capable of making our existence harmonious. However, it was witnessed that the

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education was systematically ignored in schools and severely repressed. It is pathetic that whatever we learn since childhood in our life, it accentuates from our very nature and our mind as well consequent up on which the world are set in opposition culminating that sort of education we had is neglected and we are made to lose our world to find bag full of information. Thus, it kills hunger of child for epic, because it was supplied with chronological facts and figures. This state of affairs compels the child to assign higher value to protest acting as a calamity ensuing power of suffering subdued at last into science by punishment.

Education Philosophy of Tagore

The themes inherent in Tagore's philosophy of education has sufficient and unavoidable relevance for present world which is characterized by contradictions and chaos in all walks of life. The contributions made by Tagore was understood by people in order to learn and develop relations not only with ourselves but also in relation to other nations, their religion and culture with special reference to nature. According, to Tagore, life is incessantly creating and to live in creativity is an art. His contributions are scattered from art, literature, music, painting, philosophy to education and social constructions. Through his experiences, Tagore tried to convey his learning to the contemporary generation and made relevant to the future generations. As a social and educational reformer, he initiated to establish institutions like Vishwa Bharati and Shantiniketan as an effective models of new education system.

Education in Independent India

The existence of crisis that was in the minds of the students drew attention of Rabindranath Tagore. He found that an authoritative system of education has been creating fear in the delicate minds of children. Rabindranath Tagore's focus of educational thoughts were not limited to job creation but it attempted to play a facilitative role in overall development of humanity. He wanted schools to be more live and enjoyable. He furnished equal importance to spiritual and scientific knowledge. Rabindranath Tagore was against pouring of information into the mind of learners.

Tagore believed that education should be open for all that believed in globalization of education. The globalization of education broadens one's mind and induce more tolerance to differences created by boundaries of one's home, culture and nation. According to Tagore, nation is like a family and for families constituting society, the members should be educated for which we have to eradicate illiteracy and inculcate skills. He advocated skilled based learning in the curriculum.

Being a social reformer, Rabindranath Tagore advocated educational tool for social change by turning young people into independent and creative thinkers rather than blind followers of rituals and traditions. Burden of memory is our obstacle in the flow of learning. Understanding enables learning to deepen and consolidate as well as open itself to creative experimentation. Thoughts

and actions can integrate continuously leading to newer ways of thinking the bridging at once the past with the present future.

Rabindranath Tagore emphasized freedom of the child which is essential for learning and acquisition of skills and knowledge. A child should be fearless in expression. He had three aims for the students: (1) Enrich literature and other arts to reform education and develop village. (2) to develop capability to think in terms of entire mankind. (3) to enable the students which empowers them to go beyond limitations of their animal nature and to complete the journey of humanism.

Tagore views on spirituality was like that 'God is Satyam, truth.' 'He is ananda rupam amritam' water, earth and sky have imposed bindings on us in many ways and of various sorts. But the ground festival of myriad beauty that is held by the varied colours fragrances, and music within water- air sky do not force itself upon as is the least.

Relevance of Education Philosophy of Tagore in Modern India

Educational policy having coherence with the demands and needs of the immediate socio-cultural milieu of the people should have benefitting effects for all members of society. Education in relation to minds of the individuals is not just a formal system rather it should be an attitude of teaching and learning in a spirit of sharing with strong departure from give and take like material things.

The existing crisis which is in the minds of the learners at present is calling for an educational system, in which new thoughts and ideas can be poured entailing realities of life. To establish coherence with the changing environmental, social and political scenario, the educational principles of Tagore have great relevance and implications. The unity of West and East, natural growth in natural circumstances, Discard book-centered education, Independence of the learner, adoption of real and practical teaching, place of fine arts, educational for rural reconstruction are some examples.

CONCLUSIONS

Education is continuous process of learning and the existence of present is always in shoulder of past and ultimately from present it will be passed on to the future. Thus, it is concluded that the teaching and methodologies of Tagore are still have relevance and great applicability in the present era of education system being practiced in our country and even around the globe. Establishing educational institutions amidst nature is instrumental in bringing about change in the leaning atmosphere which may play significant role in developing creative mind and facilitate nation building with highest harmony, productivity, happiness and flourishing of all kind in the citizens of the great Indian nation that has a great repository of knowledge, philosophy, traditions of teaching and learning without harming nature and their cohabitants.

IMPLICATIONS

The present article attempted to explicate the main themes of educational and philosophical contributions of Gurudev Rabindranath Tagore, his concept of humanism that can be cultivated through education with emphasis that the systems advocated by him have solutions to modern day educational problems of India as well as the whole world. The eclectic understanding of Tagore's philosophy has great relevance for the academicians, administrators, policy makers, researchers and policy makers who can use these principles for the building of nation, brotherhood, reduce unemployment and discrimination in educational and other opportunities being practiced even in the face of a vibrant Indian Constitution and legal system.

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Police: A Savior to Drug Addicts

Rashi Sekhri[1]*

ABSTRACT

Since independence, our society is been ingested up by abuses like drug addiction, cyber crimes, sexual assaults, gambling etc to a great extent. Above all, Drugs are the termites for our India. The fragmentation of old joint family system, absence of parental love, process of industrialization, urbanization has led to an increased number of drug trafficking and addiction among youth which has taken a frog leap in our country. Drugs have been classified as an EPIDEMIC by Centre for Disease Control and Prevention. Now it's time for our Indian Police to act like aardwolf to eradicate these termites and makes the addiction free nation. Police (public officers for legal investigations and criminal emergencies) is the most perceptible officials in the criminal justice system that is charged with preventing crime and enforcing the law. This paper focuses on those preventive measures that can be taken by Indian Police to curb drug-addiction from the society. Evidences about the effectiveness of drug education, role plays, awareness campaigns, motivational workshops and extra-curricular activities are discussed which can be considered as nullifiers to obliterate drug abuse. Besides other states in India, Punjab has come under the red alert zone in drug trafficking and addiction. According to 2011 Report on drug abuse and alcoholism in Punjab by Ministry of Youth Affairs and Sports, 40% of Punjabi youth of age group 15-25 years have fallen to drug-addiction. The literature referred in this paper includes qualitative and quantitative research studies on preventive measures taken in various parts of India which can be of great help to Police in encouraging the land of five rivers that is Punjab, to swipe the flood of drugs from its roots. Laws regarding the drug prevention, counseling programs and their adaptability by the society have also been studied.

Keywords: *Drug-Addiction, Role Of Indian Police, Preventive Measures,*

"**A**ddiction comes from the Latin word *addictus*, the past *participle* of "addicere", which means to bind a person to one thing or another. **Drug addiction** is a chronic, often relapsing brain disease that causes compulsive **drug** seeking and use, despite harmful consequences to the **drug addict** and those around them. It usually implies a strong (Psychological) and (Physical)

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Dependency resulting in a withdrawal syndrome when use of the drug is stopped. Many definitions place primary stress on psychological factors, such as a loss of self-control and overpowering desires, i.e., addiction is any state in which one craves for the use of a drug and uses it frequently (Nelson et al., 1982). Drug addiction has been defined as the condition characterized by prodigious desire to continue taking a drug to the extent one has become habituated through repeated consumption as it produces a particular effect, usually an alteration of mental status. Addiction is usually accompanied by an urge to take drugs, a tendency to increase the dose, a psychological and physical dependency and detrimental consequences for individual and society. It is an intense craving for a drug. It is a complex disease, and quitting takes more than good intentions or a strong will. The various symptoms of drug addiction are – enslavement towards drug intake, deprived control in limiting the intake, emergence of negative emotional states (e.g., dysphoria, anxiety, and irritability). Other symptoms of drug addiction can be: taking uncharacteristic risks, (such as driving under the influence or sexually risky behavior), anger outbursts, acting irresponsibly and overall attitude change, deterioration of physical appearance and grooming etc.

REVIEW OF LITERATURE

As the time passes through, the range of drugs increased to an alarming level. Drugs like Narcotics: analgesics, morphine, opium, heroin, brown sugar, and cocaine, are frequently abused. In India, there are many targeted states like Punjab, Haryana, and Maharashtra who have been in the great victimized group of drug addiction but the most vulnerable state is Punjab.

In a newspaper named Hindustan Times (HT) page 2 on 26th June, 2016, a mind boggling news was published that a 20 year old youth died due to drug overdose. This boy used to inject him-self with different kinds of drugs and his whole body bored marks of injections. Few days back he was deteriorated due to overdose and was admitted to an Anti Drug Addiction Centre where he was saved but unfortunately he quit his life on 26th June, 2016.

In this June 2015 report India Spend has cited this data to convey the extent of Punjab's drug problem as Two studies in the village of Chhajli in south-eastern Punjab district of Sangrur, 32 years apart, show a 9 percentage points rise in the casual/recreational use of drugs (including tobacco, alcohol, opium, cannabis, etc.) from 30% in 1979 to 39% in 2011. Based on his experience, Amarpreet Singh Deol, chairman of the Guru Nanak Charitable Trust, an NGO working with addicts, estimated that "about half of males of the productive age group (15 to 60 years) casually use drugs including alcohol, tobacco, poppy husk and other opiates, etc., of who around 10% cannot do without it for longer than 24 hours."

During 2011-2012, Punjab's growth rate slipped to "5.79 per cent – the lowest in the last five years of the Parkash Singh Badal government" due to drug epidemic which has swept across the state**.** According to many reports it has seen that the problem of drug addiction in Punjab is

linked with many factors like Punjab masculinity, culture of consumption, urbanization and as well as poverty.

According to 2011 report, on drug abuse and alcoholism in Punjab by the Ministry of Youth Affairs and Sports witnessed, "40 per cent of Punjabi youth in the age group of 15 to 25 years have fallen prey to drugs". At present, more than 75% of youth in Punjab is hooked to dangerous drugs like heroin, smack, cocaine and many synthetic drugs. Out of these 75% addicts, about 30% are HIV-positive people.

In 2004, Punjab was ranked as the "second richest" state in terms of GDP per capita, according to a report by the Confederation of Indian Industry, "with a per capita income of Rs 25,652".

According to the latest report by the Narcotics Control Bureau, Punjab alone has registered 50 percent of the total drug-related cases in the country. But, as pitiful as it may seem, the Akali Dal Government which is led by the Badal family continues to live in a state of denial, even when the names of many of their top leaders have appeared for running the drug nexus.

Adolescence

Adolescence is a developmental transition between childhood and adulthood. It is one of the most fascinating and complex transitions in the life span. As this period of childhood is very influential and sensitive to all exposures of life, the danger of addiction to drugs is also found very commonly in adolescents. Drug abuse in children and teenagers may pose a greater hazard than in older people. This is because their brains are not yet fully developed. As a result, the brains of young people may be more susceptible to use of drugs and addiction than adult brains. According to National Survey on Drug Use and Health in 2012, factors shoving adolescents towards the intake of drugs are:

- Lack of Parental love and high academic and moral expectations
- School under-achievements
- Low self esteem
- Peer pressure
- Depression
- Divorce

When the above mentioned factors overwhelm the minds of children the bent towards drug addiction starts increasing as these adolescents find those drugs as relaxing element for their minds.

Fascinating road to drug enslavement by youth

Studies such as the National Survey on Drug Use and Health, formerly called the National Household Survey on Drug Abuse, reported by the Substance Abuse and Mental Health Services

Administration, indicate that some children are already taking drugs from the age of 12 or 13, which likely means that some may begin even earlier. Early abuse includes such drugs as tobacco, alcohol, inhalants, marijuana, and psychotherapeutic drugs. If drug abuse persists into later adolescence, abusers typically become more involved with marijuana and then advance to other illegal drugs, while continuing their abuse of tobacco and alcohol. Studies have also shown that early initiation of drug abuse is associated with greater drug involvement, whether with the same or different drugs. However, both one-time and long-term surveys indicate that most youth do not progress to abusing other drugs. But among those who do progress, their drug abuse history can vary by neighborhood drug availability, demographic groups, and other characteristics of the abuser population.

Elementary factors for drug inclination in Punjab

1. Rural Element Problem**:** According to 2011 census, Punjab's population is distributed somewhat more heavily in urban areas than India's total population, with a 62.5% rural population and a 37.5% urban population. In fact, "Punjab is one of the most highly urbanized states in India", yet its population of drug abusers is one of the most-rural compared to those in other Indian states. Equally significant is the fact that Punjab's population of drug abusers is much more high in rural than in general population.
2. Unemployment and Aspiration**:** A Sociologist, Sandhu, R.S. (2011), reported "Punjabis are very aspirational people, and when their aspirations are not fulfilled, and then they are depressed". The other set of responses come from users like a 23-year-old engineering student who seems less affected by the lack of opportunities and instead sees drugs as a way to overcome boredom that comes with not having to work. His drug use appears not to be driven by desperation or depression. According to a study conducted jointly by Ludhiana-based organizations Guru Gobind Singh Study Circle and *Aas Kiran* on 192 drug addicts at *Aas Kiran* De-addiction Centre, "about three fourth respondents belonged to the age group of 15-35 years", out of which the majority "were hooked to this deadly habit during 21-25 years of age.
3. Masculinity and Consumption: In addition to youth unemployment, several other Punjab-specific factors such as practices of consumption and the Punjabi sense of masculinity may help explain the growing phenomenon of drug abuse in the state. The desire to enhance sexual prowess, a highly 'macho' form of behavior, is frequently cited by drug abusers. This conveys the link between masculinity and drug addiction in Punjab.

Consequences of drug abuse:

Adolescent's sexual assault, committing murders, performing theft activities, involvement in anti-social activities harming public and cultural norms of the society. Feel guilty or remorseful about their using but still fail to permanently alter the way they use. The study done by Kalra & Bansal in 2012, in drug de-addiction centre in Punjab revealed that most of the young married men are prone to drug addiction.

Strict prevention is needed to be scheduled by Indian police to overcome this abuse as it is also leading to criminal records, the number of gang rapes are increasing day by day in India as of effect of drugs which increases the sexual and erotic sensations in males. According to Delhi Psychiatry Journal in 2009, adolescents age ranging between 12 to 16 who have ever used marijuana are more likely at some point to have sold marijuana, carried a handgun, or been in a gang than youth who have never used marijuana. According to, the Indian Police Journal (2008), two cases were found which proves the worst consequences of drug abuse:

Case No 25: My brother says I feel ashamed to address you as my brother and we will be happy without you. My Sister always cursed me for being born in their family. I really do not know how to alter this kind of situation. My brothers and sisters are always making me angry and in return I beat them. Nobody loves me and cares for me.

Case No 36: My sister is always cursing me that only because of me she could not get herself married in a decent family. I don't like my sister. Sometimes she aggravates my anger and l feel like killing her.

Drugs and Environment

Drug Enforcement Administration (DEA), the federal agency best known for dismantling International and domestic drug trafficking organizations states that drug abuse bears huge costs to society and environment.

Risk factors for Non-Drug users

The consequences of drug use are not limited to the individuals who take drugs. Even non-users are at risk;

- Drug use costs our society over $180 billion a year.
- It harms the global environment.
- Methamphetamine production uses toxic chemicals which seep into the ground and contaminate water sources.

The Amazon region is being depleted by cocoa production. Drugged drivers injure and kill innocent people every year. Terrorist activities are connected to drugs; many organizations raise money for their violent attacks through drug production and trafficking. Children are adversely affected by drugs their parents use or manufacture in their homes. Surveys conducted by MADD (Mothers Against Drunk Driving) and the Liberty Mutual Insurance Company revealed that many teenagers (41 percent) were not concerned about driving after taking drugs. Medical data indicates a connection between drugged driving and accidents. A study of patients in a shock-trauma unit who had been in collisions revealed that 15 percent of those who had been driving a car or motorcycle had been smoking marijuana and another 17 percent had both THC and alcohol in their blood.

Camera-Roll-Action: Police

The war on drugs is not being won, and it continues to threaten stability and democracy not only in the Andes but throughout the Caribbean as well, where tiny police and military forces are outclassed by the sophisticated equipment in the hands of traffickers passing through the region on the way to their market in this country (Elliott Abrams). With time, the role of the police has expanded and is expanding steadily to areas having larger public interface. The emerging police roles are to protect life and property, to reduce the opportunity to commit crimes, to maintain social order and to protect the individual freedom and privacy. The concept of proactive policing is fast catching up the imagination in modern times across the globe. With the rise in the happenings of criminal activities such as terrorism, theft, and the most prevalent is drug abuse. Indian police act as a significant warrior in eradicating the effect of this evil from our society. To tackle this abuse, Indian police has to tightly fasten their belts and extraordinary efforts should be made to have the competent patrol. In this acrimonious debate about the performance of Indian police there has been little attempt to define specific yardsticks for measuring their performance in India. There should be some strict steps taken by Indian patrol like Police drug de-addiction centre is established on scientific lines and no individual is forcefully admitted there. Further, the information of the patients is kept strictly confidential. The services offered at police drug de addiction centre include, Registration, Motivational assessment and motivational enhancement, detoxification/ Medical review, psychiatric review, individual and group counseling, family counseling, yoga therapies, religious orientation classes, recreational activities and occupational rehabilitation programmes etc.

Drug laws in India

The National Academy of customs, Excise and Narcotics (NACEN) has been mandated to impart training in the three fields of customs, central excise and narcotics. NACEN has been conducting a number of training programmes on various aspects of drug law enforcement at its Faridabad campus as well as its nine Regional Training Institutes at Delhi, Mumbai, Chennai, Kolkata, Bangalore, Hyderabad, Kanpur, Hazaribagh and Vadodara for drug law enforcement officers of various departments.

NDPS Amendments, 2014

In early 2014, the NDPS Act was amended for the third time and the new provisions came into force on 1 May 2014. The main features include:

- Creation of a new category of “essential narcotic drugs”, which the central government can specify and regulate uniformly throughout the country.
- Widening the objective of the law from containing illicit use to also promoting the medical and scientific use of narcotic drugs and psychotropic substances41 in keeping with the principle of ‘balance’ between control and availability of narcotic drugs that underpins the international drug control treaties.

- Including the terms "management" of drug dependence and "recognition and approval" of treatment centers, thus allowing for the establishment of legally binding treatment standards and evidence-based medical interventions.
- Making the death penalty discretionary for a subsequent offence involving a certain quantity of drugs under section 31A. The court will have the alternative to impose imprisonment for 30 years under section 31.
- Enhanced punishment for small quantity offences from a maximum of six months to one year imprisonment.

A five-day training programme on Drug Abuse Prevention for officials of SAARC member countries were organized by National Institute of Social Defence, Ministry of Social Justice & Empowerment at New Delhi from 25 to 29 February, 2008. The Purpose of the Training Programme aimed at:

I. To provide a platform for sharing the drug scenario of Member Countries and their experience in implementation of drug abuse programmes.
II. To provide inputs on various issues relating to drug abuse and available approaches/interventions to deal with menace of drug abuse in view of the social cultural similarities of the region.
III. To explore possibilities for mobilizing and sharing of resources and technical support among all SAARC Member Countries for better implementation of Drug Abuse Prevention Programmes in the region.

Techniques

The Training Programme used various methodologies in order to make the learning gained in each session more effective. The resource persons used the following methods singularly or in combination in order to communicate the theme of the session in an effective manner:

- Mind Mapping
- Lectures
- Power Point Presentation
- Small Group Activities
- Large Group Interaction
- Brain storming

Effect of collaboration

Police officers actually perform three roles in fulfilling their law enforcement responsibilities:

- law enforcement,
- order maintenance, and
- service (Wilson, 1968)

The public and the police themselves have viewed the law enforcement function as the primary and most important task, and little attention was given to the others, which were considered less

important, and not "real law enforcement" . For police to be effective, they must be able to work effectively not only within the operations of the criminal justice system with which they are most closely identified, but also within other social and governmental systems, such as community organizations, government agencies, including local, state, and federal regulatory systems, civil law enforcement systems, mental health systems, public health and emergency medical service systems, government and non-government social service agencies, including those for drug and alcohol treatment and detoxification.

Precautionary measures for drug abuse

According to National Institute of Drug abuse, various preventive programs should be introduced to reverse or reduce the risk factors of substance abuse (Hawkins et al., 2002). Prevention programs should address all forms of drug abuse, alone or in combination, including the underage use of legal drugs (e.g., tobacco or alcohol); the use of illegal drugs (e.g., marijuana or heroin); and the inappropriate use of legally obtained substances (e.g., inhalants), prescription medications, or over-the-counter drugs (Johnston et al., 2002).

Various popular acts have been established to stop the drug abuse in our Indian society, the most vanquished act is Narcotic Drugs and Psychotropic Substances Act, 1985 (NDPS Act) which is the anti-law of India. This act comes out to be very helpful for preventing India from drug abuse as it prohibits:

Cultivation of opium poppy, cannabis and cocoa plants, production, manufacture, possession, sale, purchase, transport, warehousing, use, consumption, import, export or trans-shipment of any narcotic drug or psychotropic substance except for medical and scientific purposes and as per the rules or orders and conditions of license issued. NDPS Act empowers central government to frame rules for certain purposes and state Governments to frame rules for certain others. Thus, there are NDPS Rules, 1985 of the Central Government and State NDPS Rules of different States. Violation of any rule of either the State or Central NDPS Rules attracts punishment under the NDPS Act. Any officer superior in rank to sepoy, peon or constable can seize drugs, materials used in their manufacture, controlled substances (i.e., precursors), conveyances, evidentiary material, etc. (Section 42). Any officer empowered under Sections 41 and 42 can detain, search and if he thinks proper , arrest , any person whom he has reason to believe to have committed an offence punishable under the Act (Section 42 (1) (d)). Any officer of the departments empowered to enforce NDPS Act can search, seize and arrest in public places (Section 43). Any officer authorized under Section 42 can stop, search, rummage and examine any animal or conveyance. He can compel the animal or conveyance to stop and if all lawful means of stopping it fail, he can fire upon such animal or conveyance (Section 49). Any gazette officer empowered under Section 42 (or a magistrate) can attach illegally cultivated opium, cannabis or coca plants and order their destruction (Section 48). Any officer empowered under Section 42 can during enquiry in connection with any contravention of any provision of the Act-

- Call for information from any person
- Require any person to deliver any document or thing useful for the enquiry
- Examine any person acquainted with the facts and circumstances of the case (Section 67).

Indian Laws to barricade drug-abuse

Following Directive Principles of State Policy, UN Convention, the legal framework and the present scheme which are enacted as to prevent the coming generations from this evil should essentially be implemented:

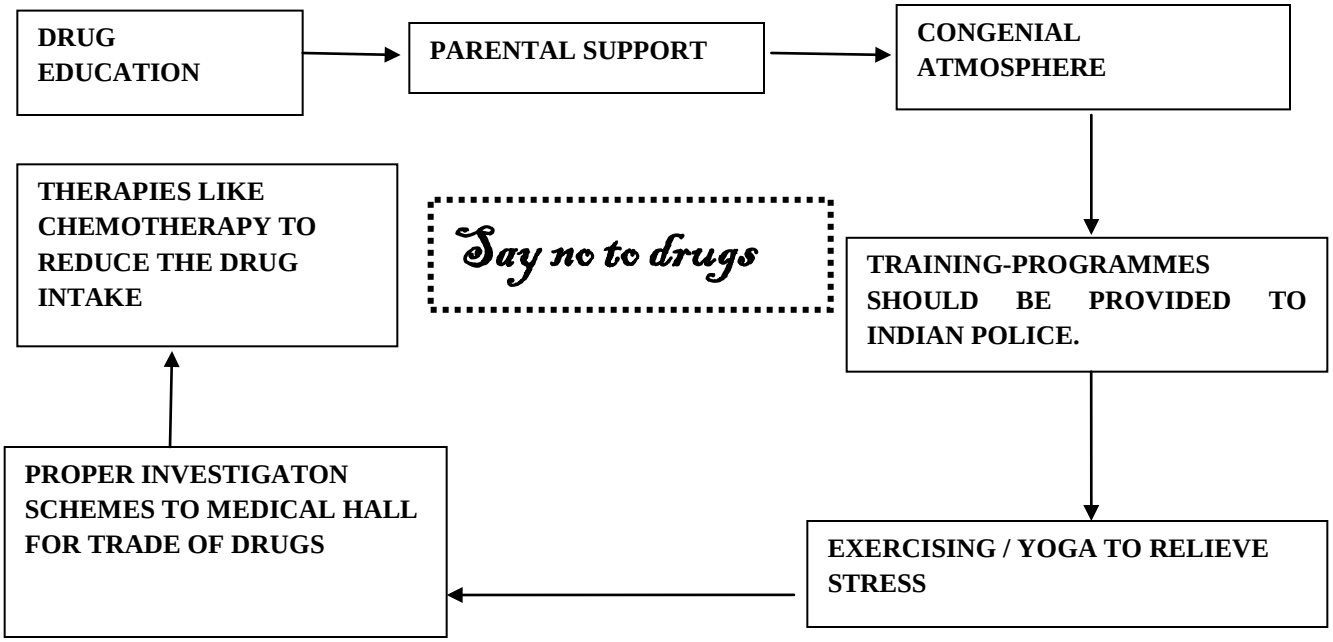
The Constitution**:** Article 47 of the Constitution of India under the Directive Principles of State Policy directs the State to Endeavour to bring about prohibition of consumption, except for medicinal purposes, of intoxicating drinks and drugs which are injurious to health.

UN Conventions: The Government of India is a signatory to the following three UN Conventions on the subject:-

a) Single Convention on Narcotic Drugs, 1961, as amended by the Protocol of 1972 on Narcotic Drug
b) Convention on Psychotropic Substance, 1971, and
c) Convention on Illicit Traffic in Narcotic Drugs and Psychotropic Substance, 1988.

The NDPS Act, 1985: Article 253 of the Constitution empowers the Parliament to legislate for the purpose of discharging obligations under international conventions and foreign treaties. Accordingly, the Narcotics Drugs and Psychotropic Substances Act, 1985 was enacted in November, 1985, to give effect to the provisions of the existing UN Conventions. It contains stringent provisions for the control and regulation of narcotic drugs and psychotropic substances, and provides an essential framework and appropriate provisions for administrative action.

Seal license of medical halls: On the investigation time, all those medical halls should be given the seal warrant on the trade of drugs.



Intelligence wing of India

The Narcotics Control Bureau (NCB) is the intelligence agency of India responsible for fighting with drug abuse and illegal substances. The Narcotics Control Bureau was created on 17 March 1986 to enable the full implementation of the Narcotic Drugs and Psychotropic Substances Act, 1985 and fight its violation through the Prevention of Illicit Trafficking in Narcotic Drugs and Psychotropic Substances Act, 1988. The law was established to fulfill India's treaty obligations under the Single Convention on Narcotic Drugs, Convention on Psychotropic Substances, and Substances. Officers in this organization are drawn from Indian Revenue Service (I.R.S.) and Indian Police Service.

Drug laws in India under centre for narcotic training national academy of custom, excise and narcotic, Faridabad:

OFFENCE	PENALITY	SECTION
Cultivation of opium, cannabis or cocoa plants. Embezzlement of opium by licensed farmers. Financing traffic and harboring offenders. Repeat offence	Rigorous imprisonment up to 10 years + fine up to 1 lakh Rigorous imprisonment up to 10-20 years +fine up to 1-2 lakhs Rigorous imprisonment up to 10-20 years + fine up to 1-2 lakhs One and half times the punishment for the offence, death penalty in some cases.	Opium = 18 (c) cannabis = 20 cocoa = 16 Sec (19) Sec 27a Sec 30 death 31-a

More programs

NATIONAL YOUTH ANTI-DRUG CAMPAIGN

Office of National Drug Control Policy: $66.5 million (Reflects $21.5 million increase over FY 2010) The Campaign uses media channels such as paid advertising, interactive media, and public information to educate and motivate youth to develop anti-drug beliefs and behaviors, and encourage adults to play a more effective role in keeping youth drug free. Funding (providing for television, radio, newspaper, Internet, and nontraditional advertising) enables the Media Campaign to address emerging drug issues among youth, such as prescription and over-the-counter drug abuse.

Consolidated Tribal Grant Department of Justice: $111.6 million (Reflects $111.6 million increase over FY 2010) The Department of Justice has set aside 7% of the Office of Justice Program's (OJP) discretionary funding for grants or reimbursement programs under a new tribal criminal justice assistance program which consolidates previous OJP tribal funding streams and increases funding available for Indian Country public safety. In addition to funding grants to improve public safety outcomes in Indian Country, these grants will support training and technical assistance to improve tribal criminal justice outcomes, including drug and alcohol related issues. (This program has been scored evenly between Prevention efforts and Domestic Law Enforcement efforts.)

Drug Impaired Driving Program Department of Transportation: $2.7 million (Reflects no change from FY 2010) The National Highway Traffic Safety Administration's (NHTSA) FY 2011

request supports the Drug Impaired Driving Program, which will provide public information and outreach efforts, as well as improved law enforcement training in the area of drug-impaired driving. Funding will also support data collection efforts to better develop programs and countermeasures to address the problem. Arrestee Drug Abuse Monitoring II Program (ADAM) Department of Justice: $10.0 million (Reflects $10.0 million increase over FY 2010). In support of the fifth priority to create a permanent performance monitoring system, the FY 2011 request includes $10 National Drug Control Strategy: FY 2011 Budget Summary 3 million for Justice to expand and enhance the Arrestee Drug Abuse booked arrestees in ten U.S. counties on their drug abuse and related behavior.

Therefore, with the help of this paper I dearth to put some light on how intelligence wing and police constables of our country should put their best efforts to eradicate the menace of drug from our country. Intelligence agencies like CBI, NCB etc should yield proper checks in the medical halls and medical factories to check the trade and they should seal the licenses given to these manufactures and dealers. Police constables must take bold step towards offenders to make our society menace free. Imprisonment for long years and deathly punishments should be given to criminals so that our up coming generations should be forewarned before committing any such tragic cries and use of these narcotic drugs.

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Conflict of Interests

The author declared no conflict of interests.

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A Study on Patients with Obsessive Compulsive Disorder from Urban, Semi-Rural and Rural Areas of West Bengal

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ABSTRACT

Obsessive-Compulsive disorder (OCD) is a disorder prevalent in population across the world including India. In the present study we investigated OCD patients from Urban, Semi- rural and rural population in the state of West Bengal, India. Patients were evaluated for severity of OCD using the Yale-Brown Obsessive Compulsive Scale (Y-BOCS) and Socio-Economic status using standard Indian scale. No positive correlation was found between the socio-economic status and severity of OCD.

Keywords: *Obsessive Compulsive Disorder, Y-BOCS , Socio-Economic Status, Urban, Rural.*

Obsessive compulsive disorder (OCD) is a neuropsychiatric anxiety disorder, which is considered as chronic, heterogeneous, and is characterized by the presence of either obsessions and or compulsions [1]. Although OCD was not viewed as relatively severe condition until about two decades ago, but it is now viewed as one of the most prevalent psychiatric disorder [2]. It is one of the most disabling medical disorders too. According to the international OCD foundation, (2011) OCD is a disorder of brain and behavior. OCD causes severe anxiety in those affected. OCD involves both obsession (recurrent, unwanted thoughts) and compulsions (repetitive behaviours) that takes lot of time and get in the way of important activities the person values. Repetitive behaviours such as hand washing, counting, checking or cleaning are often performed with the hope of preventing obsessive thoughts or making them go away. Performing these so called "rituals" however provides only temporary relief and not performing them markedly increases anxiety. Still other clinicians have described OCD to be a severe psychiatric illness, particularly in any developing country such as India [3,4], which follows a chronic course and partially respond to treatment. It simultaneously causes severe impairment to the patient and disapprovingly affects the family members.

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In the world in 1990, OCD is expected to be the eleventh leading cause of non-fatal burden, accounting for 2.2% of total years lived with disability (YLD) approximately same as schizophrenia [5]. OCD was the fourth most widespread psychiatric disorder with a lifetime prevalence of 2.5% [5]. Those with OCD are less likely to be married , more likely to be unemployed and more likely to report impaired social and occupational functioning in comparison to the people with other anxiety disorder or unipolar mood disorders. [6]. In the global population, OCD has a life time rate of 2-3%. [5,6]. In comparison to Europe And North America where the rate is 2.3%, there is only one epidemiological study from India, which showed life time prevalence of 0.6% which is considerably lower. [5,7]. Perhaps more than any other anxiety disorders, OCD is characterized by chronic waxing and waning of symptoms. Different attributions of illness , health, disease, symptoms and treatment where made by people of diverse cultural backgrounds.[8].On the basis of cultural background, educational level, health beliefs, attitudes and knowledge people tries to understand mental illness [9].

Though western studies are available on nature and severity of OCD, studies from India are sparse. Thus, the present study is intended to identify the clinical manifestations and severity of OCD among Indian population in the state of west Bengal.

METHODS

For the study, we considered referred OCD patients across population groups: Urban, Semi-rural and rural. Patients were chosen from outpatient services (OPD) of government hospitals by consultant psychiatrist after they satisfied the ICD10 criteria (WHO, 1992) for diagnosis of OCD. Patients were then selected by clinical interview using YBOCS scale.

Inclusion criteria involved : 1) subjects diagnosed as suffering from OCD by a consultant psychiatrist, visiting the Psychiatric OPD of local medical colleges and hospitals; ii) age range between 16-45 years for both genders; iii) naïve or uninitiated subjects i.e ones who are not acquainted with is kind of testing were chosen; iv) those willing to participate after being briefed about the purpose of the research.

The exclusion criteria involved: i) those who have history of any kind of psychiatric illness prior to onset of OCD; ii) those with psychiatric co-morbidity except depression; iii) those having any kind of physical illness iv) people with history of epilepsy ; v) those with history of head injury and vi) people with physical and mental disability; vii) individuals with history of substance dependence or abuse and viii) individuals with history of developmental disorders.

Data collection

The following forms were used for collecting data- 1) information schedule (patient information including case history), 2) general health questionnaire GHQ28 [10], 3) Yale Brown Obsessive Compulsive scale (YBOCS) [11].; and 4) Socio-economic scale [12].

The socioeconomic score (SES) is calculated based on the scale for assessment of socio-economic status by SC Tiwari and A kumar [12] from Department of Geriatric Mental Health, King George Medical University, Lucknow India. We adapted this scale for the present study which involves OCD patients in three populations : Urban , Semirural and Rural in the state of West Bengal. Based on the SES score each population was classified into three broad socio-economic classes: i) High: this includes Upper Class as in the SES sheet; ii) Middle: this includes Upper Middle Class and Middle Class as in SES sheet; and iii) Low: this includes Lower Middle Class and Lower Class as in SES sheet.

Further for ease of computation (calculation) the term Urban is considered to include population residing in A1 and A class cities combined. For SES classification the semirural population was considered equivalent of B-I and B-II class cities combined. All rural population was considered equivalent to C-class towns. The cut-off scores for deciding High, Middle and Low SES is described in the table 1.

Table 1

	Population category		
SES Class	Urban	Semi-Rural	Rural
High	>63	≥59	≥51
Middle	33-63	≥31-58	≥21 - 50
Low	<33	<31	<21

We used the Y-BOCS scale to assess obsessions and compulsions. The range of severity for patients were categorized as: subclinical (0-7), Mild (8-15), Moderate (16-23), Severe (24-31) and Extreme (32-40) [12]. The Y-BOCS scale is independent of the specific nature of symptoms like counting or checking or washing, but is based on aspects of the symptoms as revealed by the patient during interview such as duration or interference, degree of resistance, etc. The scale is divided into two subscales: Obsession and Compulsion. For each subscale, five aspects of pathology are rated using scales ranging from 0-4 : i) time spent, ii) interference, iii) distress from obsessions and iv) resistance to obsessions and v) control over obsessions. YBOCS total score is obtained as a sum of scores from both the subscales.

Statistical analyses

Data was analyzed using EpiInfo software [13] which is widely used for statistical analyses of medical and epidemiological data.

RESULTS

A total of 201 patients diagnosed as OCD across three populations was considered in this study. The Urban population consisted of total 92 patients with a mean age of 34.2 ± 8.7 (SD) yrs . Of

these 54 (58.7%) were males and 38 (41.3%) females. Except one all other patients of the Urban population were Hindu by religion. For the semirural population a total of 50 patients were considered with 24 (48%) males and 26 (52%) females. The mean age of the semirural population was found to be 34.7 ± 8.6 (SD) Yrs. The rural population comprised of 59 patients with 32 (54.2%) males and 27 (45.8%) females. The mean age for this population was 35.3 ± 7.3 (SD) yrs. All members belonged to Hindu religion. The details are summarized in Table 2.

The socioeconomic status (SES) for each of the populations namely Urban, Semirural and Rural was categorized into three classes: High, Middle and Low as described in the Methods. Of the 92 urban patients, only 1 (1%) belonged to High SES whereas 72 (78.2%) and 19 (20.6%) belonged to Middle and Low SES. Of the 50 patients from Semirural areas 45 (90%) and 5 (10 %) belonged to Middle and Low SES, while none belonged to High. All 59 patients (100%) from rural population belonged to Middle SES. The details are summarized in Table 2.

The severity of OCD for all patients in the study was assessed by using the YBOCS scale. The mean YBOCS score for the urban, Semirural, and Rural populations was found to be 26 ± 5.9 (SD), 26.2 ± 6.4 (SD) and 25.6 ± 3.6 (SD) respectively.

We made a comparative analyses of severity of OCD in the different population based on the YBOCS score (Table 3). Of 92 patients residing in urban areas 17 (18.5%) were extreme, 41 (44.5%) had severe, 30 (32.6%) had moderate and 4 (4.3%) had mild OCD. Of the 50 patient of the semirural population, 5 (10%) were categorized as extreme, 33 (66%) severe, 9 (18%) moderate and 1 (2%) mild. There were 2 patients having YBOCS score 7 and were considered as borderline. Majority of the rural population 40 (67.7%) were categorized as severe, considerable proportion as moderate 15 (25.4%) and very few 3 (5%) in extreme and only 1 in Mild category.

Comparison of OCD severity (YBOCS) between the different population was carried out and suitable statistical analyses performed. Results are described below:

a) Rural, Semirural and Urban

Statistics based on YBOCS score is summarized in Table 4. Bartlett's test for inequality of population variances is Chi-squared = 19.34, degrees of freedom = 2 and P value= 0.001. Since variances were not found equal, Kruskal-Wallis test for comparison of three populations was conducted. This test is equivalent of ANOVA. The Kruskal-Wallis H= 2.33, degrees of freedom = 2 and P-value = 0.312. Since P-value >5% (standard level of significance), we state that the mean YBOCS scores are similar in three populations (not significantly different).

b) Rural and Semirural

Comparison between rural and semirural populations based on YBOCS scores (Table 4) does not reveal any significant difference (P-value =0.576, t-value= -0.5609, T-Test).

c) Rural and Urban

No significant difference in the YBOCS scores between Rural and Urban population (Table 4) was observed (T-value= 0.502, P-value = 0.616, T-test).

d) Semirural and Urban

No significant difference in the YBOCS scores (Table 4) between Rural and Urban population was observed (T-value= - 0.531, P-value = 0.592, T-test).

Then distributions of disease severity (YBOCS) category across socio-economic classes for the different populations are summarized below. In the urban population the largest number of patients belonged to Middle SES. 38% of patients were categorized as severe, 23.9% as moderate, 13% as extreme and 3.3% as Mild. Only 19 patients out of 92 belonged to Low SES with largest number in the moderate YBOCS category (table 5). For the semirural population, 90% belonged to Middle SES and10% belonged to Low SES. Largest number of patients (29) belonging to Middle SES were found to be in severe YBOCS category (Table 6). In the rural population 40 (67.7%) were found to be in severe followed by 15 (25.4%) in moderate YBOCS categories. All rural patients belonged to Middle SES (table 7).

DISCUSSION

In the present study, 201 OCD patients were considered across three populations: Urban, semirural and Rural. Majority of the patients from the rural and urban populations were males, whereas in the semirural population the proportion of male to females was almost equal. The trend that males had higher rate than women is consistent with epidemiological studies reported elsewhere [14-15]. Patients on and above the age of 16 were considered in the study.

Socio-demographic data recorded in the study revealed that majority of patients in the urban population belonged to Middle SES with about a quarter belonging to the Low SES. In the Semi-rural population, majority of individuals belonged to Middle SES with only one-tenth belonging to the Lower SES. In the rural population, all members belonged to the Middle SES. The present study covered samples consisting of homogeneous population irrespective of ethnicity. Hence, ethnic trends were not determined.

The severity of OCD was determined in terms of YBOCS scale. The comparison of YBOCS scores across three population groups: urban, semirural and rural, did not reveal statistically significant differences. On the basis of YBOCS scores patients were divided into 'YBOCS categories'. The distribution of patients into various YBOCS categories was analyzed. It was observed that in rural and semirural populations, majority of patients (>60%) belonged to 'severe' YBOCS category, whereas in urban population less than 50% were found to be 'severe' cases. 'Moderates' formed the second largest category in all populations. Urban population accounted for the most 'extreme' cases followed by semi-rural and rural population groups.

The distributions of disease severity (YBOCS category) across socio-economic classes in all three population groups were studied. The samples surveyed in the present study shows higher rates of OCD in Middle SES group in all three population groups: rural, semirural and urban. This is similar to trends found in a recent study from Warangal, India (2016) [16], but in contrast to findings from other countries [17, 18] with different socio-cultural and religious scenarios.

CONCLUSION

The present study involved 201 OCD patients across urban, semirural and rural populations from West Bengal state of India. We did not find statistically significant differences between Urban, Semirural and rural populations in terms of YBOCS score analyses. However, it was observed that in rural and semirural population groups, majority of patients belonged to 'severe' YBOCS category, whereas the urban population had the largest proportion of 'extreme' cases. From the data set available, no correlation was observed between socioeconomic status and OCD severity across populations.

The present study is based on samples recorded from hospital or health centers and provides distribution of OCD patients across different socioeconomic strata from urban, rural and semirural populations. However, this does not reveal the prevalence of OCD in the population of West Bengal. To understand the prevalence of OCD, more detailed and informative studies can be undertaken in future.

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Table 2

		Urban (n=92)	Semi Urban (n=50)	Rural (n=59)
Male (%)		54 (58.7%)	24 (48%)	32 (54.2%)
Female (%)		38 (41.3%)	26 (52%)	27 (45.8%)
Mean Age (S.D)		34.2 (8.7)	34.7 (8.6)	35.3 (7.3)
Mean Y-BOCS score (S.D.)		26 (5.9)	26.2 (6.4)	25.6 (3.6)
Socio-economic status	High (%)	1 (1%)	0	0
	Middle (%)	72 (78.2%)	45 (90%)	59
	Low (%)	19 (20.6%)	5 (10%)	0
Religion	Hindu	91	50	59
	Other	1	0	0

Y-BOCS Category (severity of disorder)

Table 3: population-wise distribution of Y-BOCS category

Y-BOCS Category	Urban (n=92)	Semi Urban (n=50)	Rural (n=59)
Extreme	17 (18.5%)	5 (10%)	3 (5%)
Severe	41 (44.5%)	33 (66%)	40 (67.7%)
Moderate	30 (32.6%)	9 (18%)	15 (25.4%)
Mild	4 (4.3%)	1 (2%)	1 (1.6%)
Borderline/Subclinical	0	2 (4%)	0

Table 4: Comparison of Rural, Semirural and Urban population (Statistics on YBOC score)

Population	Number of observations	Mean	SD	Median
Rural	59	25.6	3.6	26.0
Semirural	50	26.2	6.4	27.0
Urban	92	26.0	5.9	26.0

Table 5: Severity of disease and SES status in Urban Population (n=92)

Y-BOCS Category	Socio-Economic status		
	High	Middle	Low
Extreme	0	12 (13%)	5
Severe	1	35 (38%)	5
Moderate	0	22 (23.9%)	8
Mild	0	3 (3.3%)	1
Borderline/Subclinical	0	0	0

Table 6: Severity of disease and SES in Semi-Urban Population

Y-BOCS Category	Socio-Economic status		
	High	Middle	Low
Extreme	0	5	0
Severe	0	29	4
Moderate	0	8	1
Mild	0	1	0
Borderline/Subclinical	0	2	0

Table 7: Severity of disease and SES in Rural Population

Y-BOCS Category	Socio-Economic status		
	High	Middle	Low
Extreme	0	3	0
Severe	0	40 (67.7%)	0
Moderate	0	15 (25.4%)	0
Mild	0	1	0
Borderline/Subclinical	0	0	0

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Indian Bureaucrats across Different Lengths of Service: A Comparative Study

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ABSTRACT

Occupational stress has been attracting the attention of the researchers since very long now. Decline in performance and productivity as well as an undesirable shift in the work attitude of the employees are just few of its undesirable outcomes. Bureaucracy in India comprises of a fleet of government officials who are employed at both Central and State level. The purpose of the present study was to empirically investigate occupational stress in Indian Bureaucracy and to compare the same on the basis of length of service. Job satisfaction, Resilience and Emotional Intelligence of Indian bureaucrats were also analyzed and compared on the said basis. A sample of 120 civil servants was taken for this study. Four different psychometric scales were used to measure the four variables. Occupational stress levels, Emotional Intelligence, Resilience and Job Satisfaction were compared across three levels of administrative hierarchy, i.e. Short (less than 10 years of service), Medium (10 to 20 years of service), and Long (more than 20 years of service). Significant difference was found in stress levels across three levels of administrative hierarchy, wherein officers in Short service category exhibited the least amount of stress, while those in Long service category showed the highest amount of stress. Semi-structured interviews were conducted to understand in depth the various factors contributing to the occupational stress in Indian bureaucrats.

Keywords: *Occupational Stress, Bureaucracy, EQ, Resilience, Job Satisfaction*

Stress has emerged as a rather familiar term in contemporary circumstances. It is so frequently used in common parlance that most people have developed some appreciation about its meaning. The roots of the term itself can, however, be traced back to the Latin word 'Stringere', meaning to tighten. With time, the term stress became popularized to signify hardships or adversities. Work or Occupational stress has been conceptualized as the physiological and emotional responses that occur when workers perceive an imbalance between their work demands and their

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capability and/or resources to meet these demands. It is important to consider that stress responses have a cognitive origin. Unpleasant reactions to stress occur when the said imbalance is perceived as prominent and the workers believe they are not coping in situations where it is important to them that they cope. Beehr and Newman (1978) have defined occupational stress as "a situation wherein job-related factors interact with a worker to change (i.e., disrupt or enhance) his or her psychological or physiological condition such that the person (i.e., mind-body) is forced to deviate from normal functioning."

While some workplace stress is normal, excessive stress can interfere with an individual's productivity and adversely impact his/her physical and emotional health. Understanding work stress is extremely important in view of the fact that the ability and skill to deal with it can mean the difference between success and failure. Organizations worldwide have awakened to the adverse effects of occupational or work stress.

The consequences of work stress range from employees' individual productivity and the overall organizational profitability, to employees' personal well being. Although the economic downturns created by work stress can prove colossal in today's competitive scenario, yet its impact on employees' well-being should not be underestimated. Closely associated with this well-being are the work attitudes harboured by the employees. Quite importantly, this kind of stress can bring about a significant and undesirable change in employees' work attitudes. Occupational stress has been shown to have strong associations with many adverse organizational outcomes. One of the most consistent findings is that higher levels of job stress are associated with lower levels of job satisfaction (Spector, 1997).

The sources of job stress, as pointed out by Marshall and Cooper (1979) can be understood to exist at both the organizational and non-organizational levels. The organizational stressors are the ones which are inherent in the nature and character of the organizations involved. These can include relationship with boss and colleagues, communication, lack of social support, etc. On the other hand, the non-organizational stressors exist outside the organization but nevertheless serve to produce stress in the employees. These can include factors like family problems, life crises, etc.

A peculiar aspect of work stress is manifested in the difference in its determinants with respect to different types of jobs. One factor might be a major stressor for the employees in one particular job, while the same might not even be considered a stressor at all in another. Different factors contribute to the work stress of employees in different streams and sectors of employment which are essentially rooted in the inherent facets of specific jobs and their requirements, roles and role demands. Therefore, the present study has been conducted taking into consideration the occupational stress experienced by the Indian bureaucrats while attempting to explore the unique stressors offered by this occupation.

Historically as well as contemporarily, Indian civil services have always been highly important. Indian civil servants have formed the very fabric of public administration of our country. Even during the British colonial rule in India, it was these civil servants who were tasked with administering at the national level as well as the provinces. The contemporary All-India Service forms the frontline of the administrative task force of our country. The unique work settings and changing circumstances have rendered Indian civil services highly stressful. This needed to be empirically investigated in association with other variables which can't be ignored in the bureaucratic context of India.

Occupational stress has been closely associated with factors such as Job Satisfaction, Resilience, and Emotional Intelligence. While assessing the occupational stress of Indian bureaucrats, these variables ought to be taken into consideration. According to Vroom (1964), job satisfaction is "a worker's positive or negative emotional reaction to his/her role at work or in work-related matters". It has also been proposed that job satisfaction stems out of a worker's response to the stimuli provided in the work environment. Schermerhorn, Hunt and Osborn (1994) on similar lines conceptualized job satisfaction as a sense of overall contentment (positive feelings) and discontentment (negative feelings) related to one's job or work.

A very widely accepted research definition of job satisfaction was proposed by Locke (1976), who defined it as ". . . a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences" (p. 1304). A close consonance between affect and cognition is inherent in this definition. This means that both affect (feeling) and cognition (thinking) are important in equal measures. When we think about something, we tend to develop feelings about it. On the other hand, if we have feelings about something, it is impossible to not think about it. This inextricable linkage between cognition and affect spills over to our jobs as well and we tend to perceive our job as pleasurable when we have positive affect as well as positive cognition about it. This essence of job satisfaction has been captured very well in Locke's definition.

However, merely conceptualizing a construct fails to do justice to it. It needs to be considered with antecedent and consequence linkages. Occupational stress, though widely prevalent, gets contained through a number of ways. Resilience proves to be one of these ways. Resilience can be understood as the capacity of an individual to adopt well in the face of adversity, or trauma. Whenever an individual comes across a tragedy, or a threat to physical or psychological well-being, or any other significant sources of stress, there can be a damaging impact. However, an individual showing resilience would fare better than others at handling such stressors. Wyman, Sandler, Wolchik, & Nelson (2000) explored the relevance of resilience in acting as a protection against stress and reported that resilience in fact acts as a protection against stress and as a competence promotion mechanism.

Another important construct of this study is emotional intelligence. The concept of emotional intelligence has been repeatedly applied to the performance of employees at the workplace. Emotional intelligence is nothing but one's ability to deal with one's own emotions effectively as well as others' emotions for pleasant social relations. An extension of this idea would be to be able to regulate one's emotions at the workplace so as to elicit a better job performance. This is in consonance with the popular belief that in order to have a good performance, one should not let emotions and feelings interfere with work. Proceeding from this vantage point, researchers have expended much effort in assessing the emotional intelligence at workplace and its effects on job performance.

The overall work experience is an outcome of the complex interplay of multiple variables at the same time. In the Indian bureaucratic context, the experience of occupational stress is expected to be influenced by a number of factors. Literature has been reviewed in order to understand the dynamic inter-relationships between these factors. Ahsan, Abdullah, Fie, & Alam (2009) investigated the relationship between job stress and job satisfaction and found a significant negative relationship between job stress and job satisfaction. Similar results were obtained by Aghdasi, Kiamanesh, & Ebrahim (2011) who found that occupational stress has a direct negative effect on job satisfaction. They also found that emotional intelligence does not have any direct and indirect effects on occupational stress, which was in disagreement with the results of many other research studies. Chhabra & Mohanty (2013), for instance, found that there was a negative correlation between Emotional Intelligence and work stress.

Kim, Oh & Park (2011) studied resilience, occupational stress and satisfaction in nurses. It was found that resilience had a significant difference according to the age and marital status. Resilience was found to have a negative correlation with occupational stress, and had a positive correlation with occupational satisfaction. They concluded that the higher their resilience was the lower their occupational stress and the higher the occupational satisfaction. Shukla & Nagar (2013) conducted a study to assess the impact of gender and managerial levels on emotional intelligence and job performance of Indian Revenue Service officers. 300 IRS officers from three managerial levels (high, medium, low) were assessed on emotional intelligence and job performance. It was found that female officers manifested relatively higher social skills (component of emotional intelligence) as compared to male officers whereas no difference was found in job performance. Officers of senior managerial level exhibited higher self regulation and social skills and also higher organizational commitment, satisfaction with rewards and incentives as compared to officers belonging to junior and middle managerial level.

METHOD

Participants

The participants of the present study are Indian bureaucrats (civil servants) belonging to four civil services namely, the Indian Administrative Service (IAS), the Indian Police Service (IPS),

the Delhi and Andaman & Nicobar Islands Civil Service (DANICS) and the Allied services. The total sample size taken for this study is 120, out of whom 76 (63%) officers are males and 44 (37%) officers are females. Non-probability convenient sampling has been used. The sample has been categorized on the basis of length of service in order to assess the impact of length of service on the level of occupational stress, and other variables under study. On the basis of length of service, the sample has been categorized into three different categories namely, Short, Medium and Long service. The officers with less than 10 years of service constitute the Short service category. The Medium service category comprises of the officers with 10 to 20 years of service. The officers with more than 20 years of experience are placed into Long service category. Out of the total sample of 120, 45 officers belonged to the Short service category, 37 belonged to Medium service category and the remaining 38 belonged to the Long service category.

Tools Used

For the purpose of data collection, questionnaires were used. A demographic questionnaire was prepared in order to collect the demographic information. Four different psychological scales were used to measure the four major variables of the study, namely, organizational role stress, job satisfaction, resilience and emotional intelligence. The demographic questionnaire was self-prepared and included questions like name (optional), age, gender, service, batch & cadre, place of posting, department, designation etc. The information collected from this questionnaire helped in sample categorization.

For measuring the occupational stress, the concept of organizational role stress was used. The tool used was the Organizational Role Stress (ORS) Scale by Udai Pareek (1983). It includes ten dimensions of role stress, each forming a subscale. The total number of items in the scale is 50. These 50 items are divided into 10 subscales, each consisting of 5 items. These are Inter Role Distance (IRD), Role Stagnation (RS), Role Expectation Conflict (REC), Role Erosion (RE), Role Overload (RO), Role Isolation (RI), Personal Inadequacy (PI), Self Role Distance (SRD), Role Ambiguity (RA), and Resource Inadequacy (RIn).

Job Satisfaction was measured using Brayfield & Rothe's (1951) Index of Overall Job Satisfaction. It is an 18-item likert type scale with five response categories. Half of the items (9 out of 18) are negatively worded, and hence, reverse scored. The response categories are: "Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree". These are scored as 5, 4, 3, 2, and 1, respectively, in the positively worded items. On the other hand, they are scored as 1, 2, 3, 4, and 5, respectively in the negatively worded items. The overall job satisfaction score is obtained by adding the scores on all items, which ranges from 18 to 90 with high score indicating high job satisfaction.

For measuring the emotional intelligence of the bureaucrats, the EQ Test by Chadha & Singh (2006) was used. It has 22 situational items so as to measure emotional responses of the respondents to different situations while requiring them to answer on the basis of how they feel and not what they think. Each item has four alternative courses of action as response choices. These responses vary in the degree of their emotional appropriateness. The responses are scored accordingly (as 5, 10, 15, or 20) on the basis of emotional appropriateness, with the most appropriate receiving the highest scoring (20) and the least appropriate response is scored the least (5). Thus, the total score on the scale ranges from 110 to 440, with high score indicating high emotional intelligence. This scale measures three dimensions of emotional intelligence, namely Emotional Sensitivity, Emotional Maturity and Emotional Competency.

For measuring resilience, the 10-item version Connor-Davidson Resilience Scale (CD-RISC-10) was used. The scale requires the respondents to assess the applicability of each item to them over the past month and then indicate this by selecting one of the five given choices. These response choices are scored by assigning the scores of 0, 1, 2, 3, and 4, respectively. All the items are positively worded and hence, there is no reverse scoring. Therefore, the range of possible score on this scale is from 0 to 40, with higher score indicating higher resilience. This is a global score, and there are no sub-dimensions in this scale.

Procedure

The participants were selected from all over India through non-probability convenience sampling technique. The respondents were approached. Data was collected through personal meetings as well as through postal and electronic mail. This data was then statistically analyzed. Two hypotheses were formulated for investigation in the present study:

H01: There is a significant difference in the occupational stress levels of the bureaucrats serving at three levels of administrative hierarchy (higher, medium, and lower levels based on the length of service)

H02: There is a significant difference in the EQ, Resilience and Job Satisfaction levels of the bureaucrats serving at three levels of administrative hierarchy (higher, medium, and lower levels based on the length/tenure of service)

Semi-structured interviews were conducted with seven participants to understand in depth the various factors contributing to the occupational stress in Indian bureaucrats.

Data Analysis

Data were analyzed in multiple phases beginning with the descriptive statistics which included calculation of mean and standard deviation for the scores obtained by the participants on each of the variables. Then on, inferential statistics were used for comparison of means across different lengths of service through Analysis of Variance (ANOVA). The SPSS-16 computer package was used to conduct the statistical analysis and data processing. The qualitative data generated from semi-structured interviews were analyzed using 'Content Analysis'. The data was carefully

analyzed and systematically classified through the process of coding and broad themes and patterns were identified.

RESULTS

The mean ORS Total scores as well as scores of ten role stresses obtained by the officers belonging to the three categories based on length of service were compared using the one-way ANOVA The results obtained have been presented in the tables below.

Table 1: Comparison on the basis of Length of Service: ORS

Variable	Length of Service	N	Mean	Std. Deviation	F Value
IRD	Short	45	10.62	3.682	9.997**
	Medium	37	14.11	4.408	
	Long	38	14.16	4.451	
	Total	120	12.82	4.468	
RS	Short	45	11.24	2.978	15.870**
	Medium	37	14.59	3.586	
	Long	38	15.50	4.373	
	Total	120	13.63	4.083	
REC	Short	45	11.96	4.079	6.143**
	Medium	37	14.51	3.429	
	Long	38	14.42	3.803	
	Total	120	13.53	3.962	
RE	Short	45	11.76	3.491	6.474**
	Medium	37	14.68	3.816	
	Long	38	14.18	4.632	
	Total	120	13.43	4.160	
RO	Short	45	11.76	3.452	7.864**
	Medium	37	14.68	3.621	
	Long	38	14.34	4.035	
	Total	120	13.48	3.904	
RI	Short	45	11.13	3.533	7.542**
	Medium	37	14.51	4.201	
	Long	38	13.08	4.194	
	Total	120	12.79	4.173	
PI	Short	45	11.53	3.279	8.599**
	Medium	37	13.86	3.831	
	Long	38	14.84	4.188	
	Total	120	13.30	3.989	

Variable	Length of Service	N	Mean	Std. Deviation	F Value
SRD	Short	45	12.02	3.671	8.289**
	Medium	37	14.27	4.194	
	Long	38	15.39	3.738	
	Total	120	13.78	4.090	
RA	Short	45	10.78	3.483	7.746**
	Medium	37	13.19	3.879	
	Long	38	13.89	4.105	
	Total	120	12.51	4.021	
RIN	Short	45	10.87	3.829	7.781**
	Medium	37	14.00	4.478	
	Long	38	13.95	4.268	
	Total	120	12.81	4.408	
ORS Total	Short	45	113.67	23.623	16.453**
	Medium	37	142.41	27.862	
	Long	38	143.76	30.410	
	Total	120	132.06	30.556	

***p<0.01*

Emotional intelligence was also compared on the basis of length of service. The mean scores on the three components of EQ as well as EQ Total were compared using One-way Analysis of Variance (ANOVA). The calculated F values are presented in Table 2.

Table 2: Comparison on the basis of Length of Service: EQ

Variable	Length of Service	N	Mean	Std. Deviation	F Value
Emotional Sensitivity	Short	45	81.11	12.518	3.354*
	Medium	37	74.05	17.112	
	Long	38	73.03	17.303	
	Total	120	76.38	15.917	
Emotional Maturity	Short	45	103.89	19.653	.447
	Medium	37	100.68	19.585	
	Long	38	104.61	18.468	
	Total	120	103.13	19.175	
Emotional Competency	Short	45	170.44	28.838	1.738
	Medium	37	157.30	30.993	
	Long	38	165.13	35.764	
	Total	120	164.71	32.021	
EQ Total	Short	45	355.44	41.284	2.202
	Medium	37	332.03	52.420	
	Long	38	342.76	58.109	
	Total	120	344.21	51.048	

*(*p<0.05)*

The comparison of Resilience on the basis of length of service using One-way Analysis of Variance (ANOVA) yielded no significant difference.

Table 3: Comparison on the basis of Length of Service: Resilience

Variable	Length of Service	N	Mean	Std. Deviation	F Value
Resilience	Short	45	26.73	5.520	.047
	Medium	37	26.97	4.850	
	Long	38	27.08	5.494	
	Total	120	26.92	5.272	

The comparison of Job Satisfaction across three lengths of service using One-way Analysis of Variance (ANOVA) yielded a significant difference between the mean scores of the officers belonging to each of the three categories, as depicted in Table 4.

Table 4: Comparison on the basis of Length of Service: Job Satisfaction

Variable	Length of Service	N	Mean	Std. Deviation	F Value
Job Satisfaction	Short	45	69.58	6.366	10.798**
	Medium	37	61.62	9.438	
	Long	38	64.03	8.245	
	Total	120	65.37	8.643	

***p<0.01*

Content Analysis of qualitative data obtained from semi-structured interviews yielded seven themes: Shortage of Workforce/Staff crunch, Excessive Workload, High accountability, Political Pressure, Subordinates' incompetence, and Compromised family life.

DISCUSSION

The aim of the present study was to compare the bureaucrats on the basis of the length of service which reflects the three levels of administrative hierarchy. Two hypotheses (Hypotheses 1 and 2) were formulated to compare the results on all four variables across three lengths of service. Hypothesis 1 dealt with the comparison of only the ORS scores, while the Hypothesis 2 dealt with the comparison of scores on EQ, Resilience and Job Satisfaction across different lengths of service. The comparison on the basis of length of service was undertaken on the premise that as the officers progress through their careers, their roles and responsibilities become more numerous and more challenging preparing the groundwork for higher occupational stress. One way ANOVA calculated on ORS scores across three levels of administrative hierarchy based on length of service (i.e. Short service: less than 10 years of service; Medium service: 10 to 20 years of service; and Long service: 20 to 30 years of service) showed that each of the calculated F

values was found to be significant, implying that officers belonging to three hierarchical levels differed significantly from each other on all sub-dimensions of ORS as well as ORS Total scores. Hence, Hypothesis 1 was proved. Organizational Role Stress (ORS) experienced by bureaucrats can be expected to enhance or decline in relation with the gamut of responsibilities they shoulder. Accordingly, the present analysis has revealed that the officers belonging to the Long service category demonstrated the highest level of organizational role stress, followed by the Medium service category while the Short service category exhibiting the least amount of organizational stress. The officers with less than 10 years of service are relatively new in the services. As such the scope of their responsibilities is limited and freshly out of training, enthusiastic, they are able to perform their job well and with full dedication. This implies that their occupational stress is at the minimal. As they progress from Short to Medium service, their participation in policy formulation and implementation increases. The findings arrived at highlighting variation in occupational stress level with the level of administrative hierarchy can be supported by research studies in literature which have yielded similar results. Yasmeen & Supriya (2010) conducted a research on bureaucrats belonging to the Indian Administrative Service (IAS), Tamil Nadu Cadre. The respondents were compared on the ten role stress dimensions using the Occupational Role Stress (ORS) scale across three levels of service or career stages. The researchers found that the three career stages differed significantly on overall role stress, and the dimensions of role stagnation, role expectation conflict, self-role distance, and role ambiguity. Semi-structures interviews revealed that shortage of workforce, work overload, low competence of junior staff and political pressures are major contributors of bureaucrats' work stress.

Hypothesis 2 stated that there is a significant difference in the EQ, Resilience and Job Satisfaction levels of the bureaucrats serving at three levels of administrative hierarchy. Based on the findings, Hypothesis 2 was partially proved. The comparison of Emotional Intelligence across three administrative hierarchies showed that there was a significant difference only on the Emotional Sensitivity dimension of EQ, whereas no significant difference was found on overall EQ exhibited by them. It is thus safe to contend that in large part, the EQ did not vary with the length of service. These findings can be addressed in the light of certain similar research studies. Rajkhowa (2002) attempted to compare the EQ of IAS officers on the basis of age. It was found that older group of officers exhibited higher EQ as compared to the younger officers, though this difference was not found to be significant. No significant difference was found between mean scores of officers from different lengths of service on Resilience. However, Job Satisfaction when compared on the basis of length of service, a significant difference was found between the mean scores of the officers belonging to each of the three categories made on the basis of length of service. These findings are well-supported by the results from qualitative research. The respondents belonging to Short service revealed that they are quite happy with their jobs. Job satisfaction exhibited by Medium and Long service officers was significantly lower than the Short service officers. It could be reasoned that there are a number of problems and challenges

faced by the civil servants, especially at the senior and medium level, which results in a decline of job satisfaction. A major problem faced by the civil servants is political interference and manipulation. A number of research studies have validated this. For example, Sekar (2015) observed that the politicians manipulate the officers any which way suiting their needs. He stated that "If the policy is success, the minister takes the credit, if the policy is failure; the minister takes the opportunity to protect himself and blame the officer concerned who executes it...Today not many civil servants would air their disagreement to the minister". Apart from political pressures, the civil servants are also under pressure from media and public. If they are presented in the negative light by them, it results in the dissatisfaction with job. With the advent of information technology, it is very easy to share information without verifying its veracity. The Right to Information (RTI) Act, 2005 mandates for the ready sharing of information with the public which also puts pressure on the civil servants to be extra careful with their work. As a result of their fear of being misquoted or framed wrongly, officers choose to not take action and restrict their work (Rajkhowa, 2002). Krishna (2010) also cited salary as a factor which has a role to play.

CONCLUSION AND IMPLICATIONS

The present study has revealed a number of important findings with regard to the complex and challenging nature of the job of Indian bureaucrats. Increasing the strength of workforce, reduction of work overload experienced by Indian bureaucrats, minimizing political interference in bureaucratic functions, recruiting qualified and competent junior staff, a healthy approach of media and public, etc. are some of the suggested ways of mitigating occupational stress of bureaucrats and enhancing their job satisfaction which would ultimately result in a better bureaucratic performance.

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Conflict of Interests

The author declared no conflict of interests.

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Identification of Emotional Maturity among Traditional Dancers: As a Function of Dance Style, Gender and Residency

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ABSTRACT

Maturity in general strength of mind withstand of capacity to evaluate an appropriate manner. Dance is a dynamic root to develop emotional expression and feelings through body movement and practice also linked with emotional maturity. People practicing different styles of dance could be significantly different from each other. The present study has been designed to investigate the level of emotional maturity among traditional dancers as a function of dance style, gender and residency. Following a 2 x 2 x 2 factorial design was adopted, 389 traditional dancers were included for study through purposive sampling technique. The sample selected on pertinent characteristics i.e., dance style, gender and residency. The Emotional maturity Scale (Singh & Bhargav) was used to collect the data from respondents. Hypotheses were tested by using descriptive statistics, three-way analysis of variance with Bonferroni test of Multiple Comparisons. The results revealed that Odissi dancers showed higher level of emotional maturity than folk dancers. Furthermore, the various dimensions of emotional maturity were found significant differences among traditional dancers along with interaction effects. The results are discussed in socio-cultural context of Odisha.

Keywords: *Emotional maturity, Traditional Dancers, Gender and Residency*

India is land of art and culture. Every state of India is known for its indigenous cultural heritage with its dance, music, architecture, art and drama etc. As per the region of India all traditional dances originated from their respective culture or traditions. In worldwide, India is famous for their culture and tradition with their oldest archeological work. The traditional dance style was formulated from that archeological work. Indian classical dance are the vibration of the mind and soul. It is the extremely traditional to following the strict rules by the Bharatha Muni (saint) in the Natyashastra which is the great oldest surviving Natya text in the world. Presently not in India but also in whole world the traditional dance was reached in upper head of society for their

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famous Indian traditional norms, gestures, costumes etc. Exponents believe that Indian classical dance has a caliber of creating a new and disciplined life style in society.

India has eight classical dance forms such as; Bharatnatyam, Odissi, Kuchipudi, kathak, Kathakali, Mohiniatyam, Manipuri and Sattriya. Odissi is one of the classical dance forms of India; particularly it originates the eastern part of Odisha. It has two types of traditional dance forms like classical dance form called odissi dance and other one is purely "*anchalika*" or village dance form called folk dance. Odisha is one of the states in India, who has stand by pure "anchalika" and village folk cultures. Some folk dances of Odisha namely; Chhau Nurtya, Sambalpuri, Bharti Leela, Danda Nacha and Prahalada Nataka. It is recreation by a group of people along with some traditional instruments like Dhola, Ghumura, Nishan, Mahuri, Taal and Madal. Folk dance is a pure social dance form of is recreation by a group of people and reflects the traditional life of the people of a certain country or region. It involves a group of happy people following dance instructions, costumes, music and song from an experienced caller. Folk dancing is great exercise and a fun full recreational activity for people of all ages. Folk dance is a pure village traditional and social dance form in India. While there are numerous ancient folk and tribal dances, many are constantly being improved.

The scientific study of traditional dance is comparatively of recent origin. In Dictionary articulates that "*Emotional maturity is defined as how well you are able to respond to situations, control your emotions and behave in an adult manner when dealing with others*". That means it a one type of personality trait of human being, as a result to parade our emotion appropriately usually it reflects and increased emotional stability, adjustment and attainment of self-regulation. Sometimes people clearly attach with the word "mature, " it suggest that they have qualities, knowledge's and experience about the particular way. Finley (1996)suggested that maturity is the capacity of mind to endure an ability of an individual to respond to uncertainty, circumstances or environment in an appropriate manner. The ability accurately perceives emotional expression, the ability to understand and regulate emotions to promote emotional and intellectual growth (Mayer & Salovey, 1997). The study also found that those have strong capacity to regulate their emotions should be able to maintain good health, psychological well-being and better outlook on life (Heck & Oudsten, 2008; Salovey, 2001).

William James (1980), who in proposing his famous theory of emotion in has introduced the possibility of a causal role of the face in the experience of emotion. His often quoted statement that "the bodily changes follow directly the perception of the exciting fact, and that our feeling of the same changes as they occur is the emotion. The face is an object of major importance in our daily lives. Faces tell us the identity of the person we are looking at and provide information on gender, attractiveness and age, among many others. Of primary interest is the production and recognition of facial expressions of emotion. Facial expressions of emotion could also play a

pivotal role in human communication (Schmidt and Cohn, 2001). According to Menninger (1999), emotional maturity includes the ability to deal constructively with reality.

Emotional culture reveals itself in the kind of action that follows emotion: which emotions are expressed; how they occur; with whom, where, and when; as well as what rules are used to interpret the emotions. In the light of the existing traditional literatures stating point the importance of dance practice is related with some psychological parameters, it is relevant to ask whether people practicing different styles of dance are significantly different each other, it may be demographical background or emotional maturity. In the present study, we attempted to investigate the identification of emotional maturity among traditional dancers as a function of demographic variables namely, dance form, gender and residency of Odisha.

METHODS

Sample

The sample for the study will consist of 389 traditional dancers (199 samples from odissi and 190 samples from folk dancers) who are continuing their dance till date. The dancers will be selected from different dance institutes of Odisha. The pertinent criteria for selection of dancers for various groups were; dance style, gender and residency. The mothers tongue all the responded was odia language.

Table 1, Distribution of Sample

DANCE FORM	GENDER				TOTAL
	Male		Female		
	RESIDENCE		RESIDENCE		
	Urban	Rural	Urban	Rural	
Classical Dancer	50	50	49	50	199
Folk Dancer	46	47	49	48	190
TOTAL	96	97	98	98	389

Note: *Based on distribution of sample, it has eight groups like, Classical Male Urban Dancer (CMUD), Classical Male Rural Dancer (CMRD), Classical Female Urban Dancer (CFUD), Classical Female Rural Dancer (CFRD), Folk Male Urban Dancer (FMUD), Folk Male Rural Dancer (FMRD), Folk Female Urban Dancer (FFUD) and Folk Female Rural Dancer (FFRD)*

Research Instruments

Demographic Information Schedule

The Demographic Information Schedule described the general characteristics of sample. The information sheet was developed by the researcher to collect background information from the respondents. It encloses items to seek personal information like name, dance style, gender, age, and residency.

Emotional Maturity Scale

The scale was developed by Singhand Bhargav (1990). It consisted 48 items covering the basic five dimensions; Emotional Stability, Emotional Progression, Social Adjustment, Personal Integration and Independent. The scale consists of 10 items in each dimensions except only one dimension i.e. Independence which has 8 items. The responses are scored positively weight-age of 5 to 1 (very much to never). Higher the score on the scale, lesser was the degree of emotional maturity and lower the score was vice versa. The reliability of scale was determined by test-retest reliability 0.75 and the scale was validated against external criteria 0.64.

Ethical Issues:

Ethical Issues in Questionnaire Based Research

A questionnaire is a common research methods used in the present study for success of research work depends on the trust and cooperation the researcher gained from the participants. Therefore, in order to implement efficient and ethically appropriate questionnaire based research, it is essential to establish ethical standard that would govern this principle.

Any research using the human beings as participants shall follow the principles of ethics. The following ethical principles was followed in the present study such as, principles of voluntariness, informed consent, privacy and confidentiality, precaution and risk minimization, professional competence, institutional arrangements, totality of responsibility and compliance.

Statistical Treatment of Data

Under the study aim to achieve the objectives, the descriptive statistics, F-ratio (three-way analysis of variance) used to test the Hypotheses. The F-ratio was determined that the significant difference on various dimensions of emotional maturity in the settings of demographic variables; dance style, gender and residency with mutual interactions among them. Bonferroni test of Multiple Comparisons was used to identify which dance group is significantly differ in comparison to other dance groups.

RESULTS ANALYSIS

Figure 1: Levels of Emotional maturity between Classical and Folk Dancers

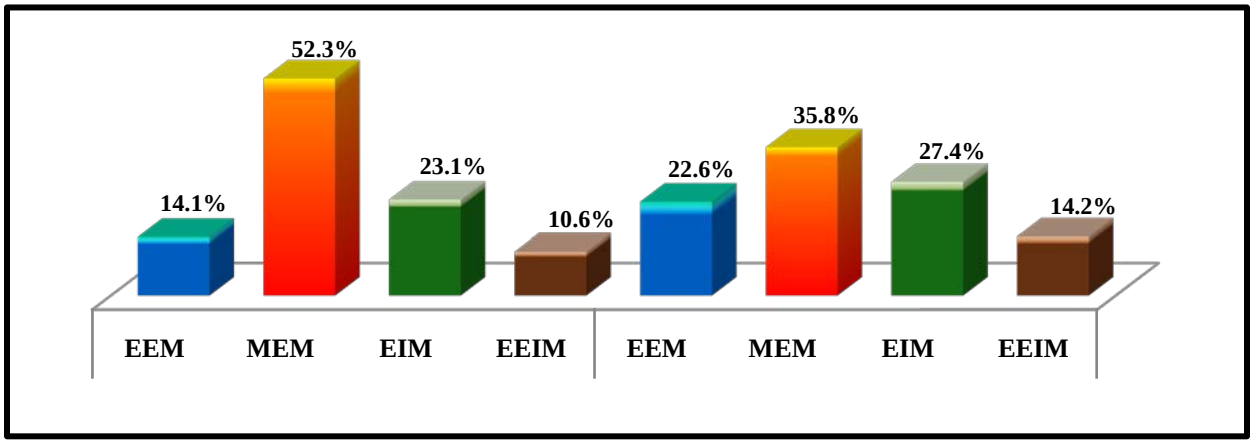


Figure 2: Levels of Emotional maturity between Male and Female Dancers

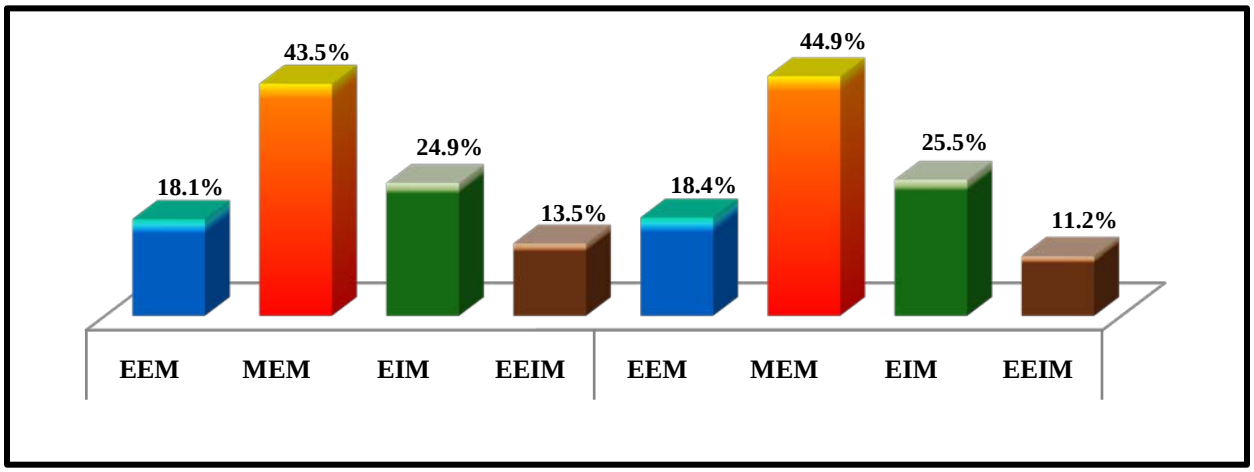
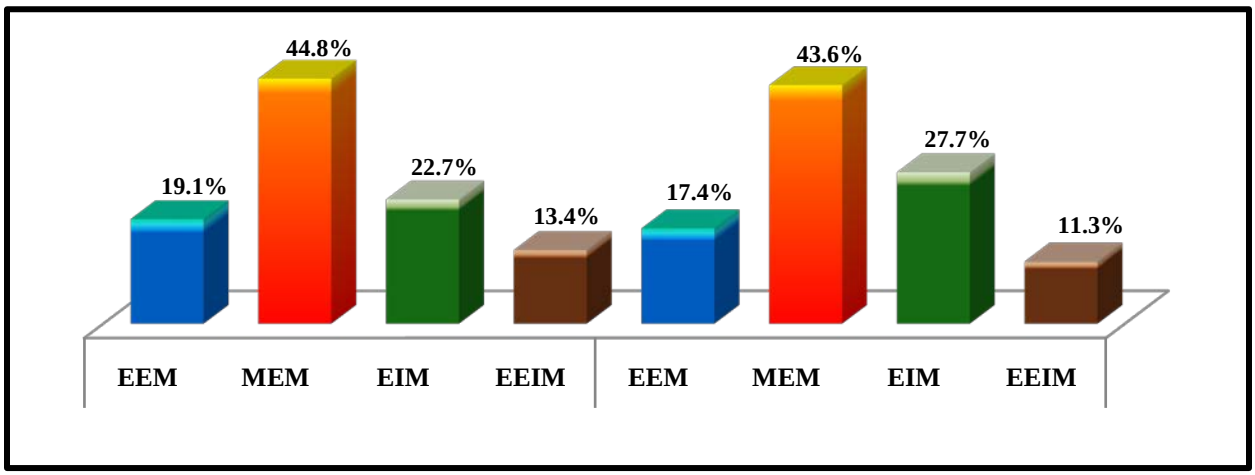


Figure 3: Levels of Emotional maturity between Urban and Rural Dancers



Note: *EEM-Extremely Emotional Mature, MEM- Moderately Emotional Mature, EIM-Extremely Immature, EEIM-Extremely Emotional Immature*

The above figures (fig.1, 2 & 3) shows percentages of different levels of emotional maturity among traditional dancers of Odisha in the settings of demographic factor; Dance style, gender and Residency. The figure 1 revealed that moderately emotional mature had more percentage of classical dancers in comparison to folk dancers. The figure 2 shows that extremely emotional mature and moderately emotional mature had more percentages of female dancers in comparison to male dancers. The figure 3 shows that extremely emotional mature and moderately emotional mature had more percentages of urban dancers in comparison to rural dancers. Hence, classical dancers, female dancers and urban dancers had more percentages of emotional maturity than folk, male and rural dancers of Odisha.

Table 2, ANOVA of various dimensions of emotional maturity among traditional dancers in the settings of Demographic factors; Dance style, Gender and Residency

Variable		Classical Dancers				Folk Dancers			
		Male		Female		Male		Female	
		Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural
Emotional Stability	Mean	30.10	27.82	30.04	32.76	30.76	32.04	33.14	34.79
	SD	5.54	6.08	7.36	7.15	5.12	8.66	5.55	7.71
	F=5.17, (p=.00)**								
Emotional Progression	Mean	24.24	33.82	34.18	31.36	33.39	32.59	32.55	33.81
	SD	6.52	4.57	7.01	7.46	4.94	6.21	4.26	6.45
	F=14.50, (p=.00)**								
Social Adjustment	Mean	28.10	27.82	28.85	27.78	31.67	33.46	31.85	34.95
	SD	4.34	5.08	6.87	6.81	8.23	4.79	4.17	5.26
	F=11.19, (p=.00)**								
Personal Integration	Mean	31.76	29.18	29.06	24.30	29.10	29.78	29.67	31.43
	SD	4.56	6.41	5.88	6.88	9.04	4.89	6.63	5.65
	F=6.33, (p=.00)**								
Independence	Mean	27.80	23.72	20.22	19.92	25.67	26.14	27.61	28.27
	SD	5.00	5.11	6.36	4.91	4.69	6.42	4.45	6.11
	F=18.44, (p=.00)**								
Overall Emotional Maturity	Mean	142.00	142.36	142.37	136.12	150.60	154.04	154.83	163.27
	SD	14.09	13.26	24.12	19.85	21.76	24.21	15.39	22.20
	F=10.08, (p=.00)**								

Note: *** < .01*

The observed table 2 shows Mean, SD and F-ratio of various dimensions of emotional maturity among traditional dancers of Odisha in the settings of demographic factor; Dance style, gender and Residency. The F-ratio of various dimensions of emotional maturity; emotional stability

($F_{(389)}$= 5.17, p = .00), emotional progression ($F_{(389)}$= 14.50, p = .00), social adjustment($F_{(389)}$= 11.19, p = .00), personal integration ($F_{(389)}$= 6.33, p = .00) and independence ($F_{(389)}$= 18.44, p = .00) were found significant differences beyond 0.01 levels among traditional dancers of Odisha. Furthermore, the f-ratio of overall emotional maturity ($F_{(389)}$ = 10.08, p = .00) was found significant difference beyond 0.01 levels among traditional dancers of Odisha.

Table 3 Interaction effect among demographic factors on Emotional maturity Dimensions

MEASURE	SOURCE	Sum of Square	df	Mean Square	F-ratio	p-value
Emotional Stability	Dance (D)	620.09	1	620.09	13.63**	.000
	Gender(G)	68.83	1	68.83	1.51ns	.219
	Residence (R)	609.10	1	609.10	13.39**	.000
	D x G	56.88	1	56.88	1.25ns	.264
	D x R	0.61	1	0.61	0.01ns	.907
	G x R	175.39	1	175.39	3.85*	.050
	D x G x R	135.28	1	135.28	2.97ns	.085
	With in	17322.66	381	45.46	--	--
Emotional Progression	Dance(D)	464.80	1	464.80	12.73**	.000
	Gender(G)	327.63	1	327.63	8.97**	.003
	Residence (R)	363.56	1	363.56	9.96**	.002
	D x G	213.20	1	213.20	5.84*	.016
	D x R	339.09	1	339.09	9.29**	.002
	G x R	648.17	1	648.17	17.75**	.000
	D x G x R	1269.63	1	1269.63	34.78**	.000
	With in	13906.58	381	36.50	--	--
Social Adjustment	Dance(D)	2276.76	1	2276.76	66.72**	.000
	Gender(G)	57.79	1	57.79	1.69ns	.194
	Residence (R)	49.12	1	49.12	1.44ns	.231
	D x G	219.69	1	219.69	6.43*	.012
	D x R	8.66	1	8.66	0.25ns	.615
	G x R	2.12	1	2.12	0.06ns	.803
	D x G x R	27.86	1	27.86	0.81ns	.367
	With in	13000.21	381	34.12	--	--
Personal Integration	Dance(D)	197.19	1	197.19	4.87*	.028
	Gender(G)	151.20	1	151.20	3.73ns	.054
	Residence (R)	168.82	1	168.82	4.17*	.042
	D x G	617.89	1	617.89	15.26**	.000
	D x R	547.01	1	547.01	13.51**	.000
	G x R	7.20	1	7.20	0.17ns	.673
	D x G x R	65.09	1	65.09	1.60ns	.205
	With in	15420.08	381	40.47	--	--
	Dance(D)	1559.71	1	1559.71	52.76**	.000
	Gender(G)	54.33	1	54.33	1.83ns	.176

MEASURE	SOURCE	Sum of Square	df	Mean Square	F-ratio	p-value
Independence	Residence (R)	348.46	1	348.46	11.78**	.001
	D x G	208.49	1	208.49	7.05**	.008
	D x R	1383.66	1	1383.66	46.81**	.000
	G x R	89.27	1	89.27	3.02ns	.083
	D x G x R	77.67	1	77.67	2.62ns	.106
	With in	11261.41	381	29.55	--	--
Overall Emotional Maturity	Dance(D)	21818.86	1	21818.86	55.99**	.000
	Gender(G)	205.38	1	205.38	0.52ns	.468
	Residence (R)	364.64	1	364.64	0.93ns	.334
	D x G	2214.60	1	2214.60	5.68*	.018
	D x R	1965.00	1	1965.00	5.04*	.025
	G x R	15.94	1	15.94	0.04ns	.840
	D x G x R	814.21	1	814.21	2.08ns	.149
	With in	148465.03	381	389.67	--	--

***Note**:** < .01, * < .05& ns= Not significant*

Table-3 indicates the mutual interactions of demographic characters like; Dance Style (D), Gender (G) and Residence(R) on various dimensions of emotional maturity. The dimension of emotional stability found that the interaction of Gender x Residency is statistically significant beyond 0.05 level except other mutual interactions. The dimensions of emotional progression found that all interactions both first-order and second-order interaction have statistically significant beyond 0.05 and 0.01 levels. The dimension of social adjustment found that the interaction of dance x gender showing statistically significant beyond 0.05 levels. The dimensions of personal integration and independence found that the interaction of Dance x Gender and Dance x Residency showing statistically significant beyond 0.01 levels. Furthermore, the overall emotional maturity found that the interaction of Dance x Gender and Dance x Residency showing statistically significant beyond 0.05 levels. The significant interaction effect suggests that the combine effect of demographic characteristics on measuring various dimensions of emotional maturity.

Table 4 Bonferroni Test of Multiple Comparisons among Dance Groups for Overall Emotional Maturity

(I) Dance Group	(J) Dance Group	MD (I-J)	Sig.
Classical Male Urban Dancer	Folk Female Urban Dancer	-12.83*	.037
	Folk Female Rural Dancer	-21.27**	.000
Classical Male Rural Dancer	Folk Female Rural Dancer	-20.91**	.000
Classical Female Urban Dancer	Folk Female Rural Dancer	-20.90**	.000
Classical Female Rural Dancer	Folk Male Urban Dancer	-14.48*	.010
	Folk Male Rural Dancer	-17.92**	.000
	Folk Female Urban Dancer	-18.71**	.000
	Folk Female Rural Dancer	-27.15**	.000

*Note: ** < .01 & * < .05*

The overall emotional maturity among traditional dancers has also been found to be different as a function of the dance groups in which they are belongs to different background like, Dance style, gender and residency. From the results of Bonferroni's test of multiple comparisons it is evident that the Classical male urban dancers are experiencing significantly emotional maturity in comparison to the Folk female urban dancers and Folk female rural dancers, Classical male rural dancers are experiencing significantly emotional maturity in comparison to Folk female rural dancers, Classical female urban dancers experiencing significantly emotional maturity in comparison to Folk female rural dancers, Classical female rural dancers are experiencing significantly emotional maturity in comparison to Folk male urban, Folk male rural, Folk female Urban and Folk female rural dancers, all are comparable to each other in this context.

DISCUSSION

The study was carried out with the aim to investigate identification of emotional maturity among traditional dancers as a function of demographic variables namely, dance form, gender and residency of Odisha. The frequency and percentage of different levels of emotional maturity like; extremely emotionally mature (EEM), moderately emotionally mature (MEM), emotionally immature (EIM) and extremely emotionally immature (EEIM) are presented in Figure-1. The different levels of emotional maturity suggest that the classical dancers have shown 14.1% of extremely emotionally mature and 52.3% of moderately emotionally mature in total sample but 23.1% and 10.6% of them are showing emotionally immature and extremely emotionally mature. Furthermore, the results found that folk dancers have shown 22.6% of extremely emotionally mature and 35.8% of moderately emotionally mature in total sample but 27.4% and 14.2% of them are showing emotionally immature and extremely emotionally immature. More specifically, it is observed that the classical dancers are more percentage of moderately emotionally mature in comparison to folk dancers except the levels of extremely emotionally mature. The results also found that the folk dancers are more percentage of emotionally immature and extremely emotionally immature in comparison to classical dancers.

Figure-2 observed female dancers have shown 18.4% of extremely emotionally mature and 44.9% of moderately emotionally mature in total sample but 25.5% and 11.2% of them are showing emotionally immature and extremely emotionally mature. Furthermore, the results found that male dancers have shown 18.1% of extremely emotionally mature and 43.5% of moderately emotionally mature in total sample but 24.9% and 13.5% are showing emotionally immature and extremely emotionally immature. More specifically, it is observed that the female dancers are more percentage of extremely emotionally mature and moderately emotionally mature in comparison to male dancers. The results also found that the female dancers are more percentage of emotionally immature in comparison to male dancers except the levels of extremely emotionally immature.

Figure-3 observed urban dancers have shown 19.1% of extremely emotionally mature and 44.8% of moderately emotionally mature in total sample but 22.7% and 13.4% of them are showing emotionally immature and extremely emotionally mature. Furthermore, the results found that rural dancers have shown 17.4% of extremely emotionally mature and 43.6% of moderately emotionally mature in total sample but 27.7% and 11.3% are showing emotionally immature and extremely emotionally immature. More specifically, it is observed that the urban dancers are more percentage of extremely emotionally mature and moderately emotionally mature in comparison to rural dancers. The results also found that the urban dancers are more percentage of extremely emotionally immature in comparison to rural dancers except levels of emotionally immature.

The F-ratio of various dimensions of emotional maturity; emotional stability, emotional, progression, social adjustment, personal integration and independence were found significant differences beyond 0.01 levels among traditional dancers of Odisha. Furthermore, the f-ratio of overall emotional maturity ($F_{(389)} = 10.08$, $p = .00$) was found significant difference beyond 0.01 levels among traditional dancers of Odisha.

The outcome might be due to the peculiarity of Indian society and its social norms. Today Indian societies provide equality for both sexes but still the underlying social processes restrict the pace for females in becoming more social. The males enjoyed social norms of India like freedom of movement, interaction and exchange of thoughts. It might be possible because traditional dance style have major role among dancers (both male and female). Emotional expression was high or low depend on their stability, skills and capacity based on their dance practice linked with their emotional state, expression and feelings. Culture and tradition was pulled the dancers emotional state from external sources which an internal extremes pushed to connect with other factors like, social/interpersonal relationship, adjustment, communication and health (Huang and Gao, 2013; Murrock and Madigan, 2008).Thus, they were better understand between their own ideology and the reality of life linked with their different emotional factors like emotional stability, progression, social adjustment personal integration and independence.

Furthermore, the mutual interaction effect of emotional stability (Gender x Residency), emotional progression (all interactions both first-order and second-order), social adjustment (Dance x Gender), personal integration and independence found that the interaction of (Dance x Gender and Dance x Residency) were showing statistically significant beyond 0.01 and 0.05 levels. Furthermore, the overall emotional maturity Dance x Gender and Dance x Residency mutual interaction showing statistically significant beyond 0.05 levels. The significant interaction effect suggests that the combine effect of demographic characteristics on measuring various dimensions of emotional maturity. Bonferroni's test of multiple comparisons detected better experience of emotional maturity which revealed in table no-4. The traditional dance style

strictly followed socio-cultural norms that were benefits for their future life. Thus, the style of dances has positively influenced dancers' emotion and interplay with their internal skills and ideas which is reflected to their emotional lives with the reference of external factors like, dance style, gender and residency but the physical practice reframing awareness managing emotional resources states that directly control of their emotional state of himself and as well as others.

CONCLUSION

On the basics of research findings, it is concluded that emphasized by an awareness of the methodological limitations inherent in the socio-cultural evidence of dance tradition. The present research will be serving as a base for future studies and developments. Studies should focus on the various dimensions of emotional maturity among traditional dancers. In this study, particularly significant influence and mutual interactions of demographic factors like, dance style, gender and residency on emotional stability, emotional progression, social adjustment, personal integration and independence. The study also beneficial for human beings that linked with other social, physical and psychological aspects. It might concern emotional factors which deals with every day experiences in life activities.

IMPLICATIONS AND FUTURE DIRECTIONS

Present study is exploring the identification of emotional maturity among traditional dancers: As a function of dance style, gender and residency the results depicted was extends support to the existing literature of traditional dance of Odisha as well as field of dance psychology. The traditional dance forms are positively associated with emotional maturity among dancers. The investigation can also be conducted across Indian cultures and different traditional dance forms of Odisha. The psychological aspects on the dance studies, methods used to facilitate of present and future knowledge in dance literature of India. The research work efforts towards improving the future of traditional dancers' social life and achieving healthy and emotional development. Through this study, it can improve for more research on different directions of traditional dance psychology in India.

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Conflict of Interests

The author declared no conflict of interests.

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Impact of Emotional Intelligence, Nature of Course and Gender on Academic Stress among College Students

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ABSTRACT

The aim of the present investigation is to assess the impact of emotional intelligence, nature of course and gender on academic stress among college students. Sample of the present study consists of 560 professional and non-professional college students, both male and female in Rayalaseema region of Andhra Pradesh State. To measure "Students Academic Stress Scale" was developed and standardized by Kumar Reddy (1999) and "Emotional Intelligence Scale" developed by Nutankumar Thingujam and Usha Ram (1999) were administered to the subjects. Results revealed that Academic stress is low among college students with high emotional intelligence. Non-professional course students experience little stress compared to professional course students. Gender has no significant influence on the academic stress among college students.

Keywords: *Academic stress, Emotional intelligence, Professionals and Non-Professionals.*

Academic stress refers to the pressure to perform well in final school examinations and competitive college entrance examinations that is experienced by students. For some students, the experience of academic stress leads to a sense of distress, which is generally manifested in a variety of psychological and behavioral problems. The experience of academic stress and adolescent distress has been identified and explored by many researchers.

Academic stress and adolescent distress has not been explored in great detail in India. It is important to note that this issue is one that affects a small proportion of Indian youth, i.e., those who are fortunate enough to attend and graduate from high school. Mental health professionals in India, however, have identified academic pressure as an acute stress factor that leads to mental distress, and in extreme cases, to suicide. Around examination time and when examination results are announced, when academic stress is very high, suicide hotlines in many cities across the country are swamped with calls.

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Emotional intelligence is essential for interpersonal and intrapersonal relationships at school/college, at home and at work. People with high emotional quotient are expected to progress more quickly through the abilities designated and to master more of them (John Mayer and Peter Salovey, 1997). It is the capacity to create positive outcomes in the relationship with others and with oneself. Positive outcomes include joy, optimism, success in school and life.

The results are corroborated with the earlier findings of Dewan (2003); Pau and Croucher, (2003); Manhas (2004); Pau et al., (2004); Rinju George and Baby Shari (2012); Zeynep Kalyoncu et al., (2012); Ramesh Singh Bartwal and Anoj Raj (2013); Aditya Gupta, Koolwal and Sanjay Gehlot (2014); Suvarna (2014) Elham Saber (2015) which states that emotional intelligence is positively and significantly related to academic stress.

Objective

1. To assess the influence of emotional intelligence, nature of course and gender on academic stress among college students.

Hypotheses

1. There would be significant impact of emotional intelligence on academic stress among college students.
2. There would be significant impact of nature of course on academic stress among college students.
3. There would be significant impact of gender on academic stress among college students.
4. There would be significant interaction effect among emotional intelligence, nature of course and gender with regard to their academic stress among college students.

Population and Sample

The Students studying Professional and Non-Professional courses in Chittoor District of Andhra Pradesh State in India constituted the Population of the Study. Students of Professional courses like Medicine and Engineering from NIMS, Kadapa; S.V. Medical College, and S.V. University College of Engineering, Tirupati and Students of Non-professional courses (B.A., B.Sc., B.Com) from S.V. Arts College and S.P.W. Degree College, Tirupati were selected using stratified random sampling technique.

The two Psychological tools namely 1.Emotional intelligence developed by Nutankumar Thingujam, and Usha Ram (1999); 2. Students Academic Stress Scale was developed and standardized by Kumar Reddy (1999) were administered to 1200 Professional and Non-Professional Students, both Male and Female. Only the high and low Scorers on these Scales were considered and finally 560 constituted the sample of the present study and a 2X2X2 Factorial Design was adapted to analyze the results.

Variables Studied

Independent Variables

(1). Emotional Intelligence (2). Nature of Course (3). Gender

Dependent Variable

(1) Academic Stress.

Tools

(1). Emotional Intelligence Scale: The Emotional Intelligence of the Subjects was assessed by using Emotional Intelligence Scale developed by Nutankumar Thingujam, and Usha Ram (1999). (2). Assessment of Academic Stress scale: Academic Stress scale was developed and standardized by Kumar Reddy (1999).

Statistical Analysis

The obtained data were subjected to statistical analysis such as Means, SDs, and Analysis of Variance (ANOVA).

RESULTS AND DISCUSSION

Table-I: Means and SDs of scores on Academic Stress.

Emotional Intelligence		**Nature of Course**			
		Professionals		***Non- Professionals***	
		Gender		**Gender**	
		Male	***Female***	***Male***	***Female***
Low	Mean	**116.53**	115.43	114.29	112.60
	SD	15.59	16.05	17.78	18.93
High	Mean	112.01	108.12	108.56	**104.56**
	SD	17.47	16.70	19.10	16.45

Grand Means

Professionals = 130.02 Male =112.84

Non-Professionals = 110.00 Female =111.27

Low Emotional Intelligence = 114.71

High Emotional Intelligence = 108.31

A close observation of table-I shows that the male students studying professional courses with low emotional intelligence obtained a high score of M=116.53 indicate that they are experiencing more academic stress compared with other groups. Female students studying non-professional courses with high emotional intelligence obtained a low score of M=104.56 indicate that they are experiencing low academic stress compared with other groups.

In terms of comparisons, professional students (M=130.02) are experiencing more academic stress than non-professional students (M=110.00). Male students (112.84) are experiencing more academic stress than female students (M=111.27). Students with low emotional intelligence (114.71) are experiencing more academic stress than the students with high emotional intelligence students (108.31).

Table-II: Summary of ANOVA for scores on Academic stress.

Source of Variance	Sum of Squares	df	MSS	'F'
Emotional Intelligence (A)	5921.502	1	5921.502	93.11**
Nature of Course (B)	163.945	1	163.945	4.57 *
Gender (C)	16.116	1	16.116	0.25 @
(A x B)	2141.116	1	2141.116	33.67 **
(A x C)	253.802	1	253.802	3.99*
(B x C)	217.502	1	217.502	3.42@
(A x B x C)	469.945	1	469.945	7.39**
Within	35102.386	552	63.591	-
Corrected total	44286.313	559	-	-

**-Significant beyond 0.01 level
*- Significant at 0.05 level
@-Not significant

Hypothesis-1.There would be significant influence of emotional intelligence on academic stress among college students.

It is evident from table-II that the obtained "F' value of 93.11 is significant at 0.01 level implying that emotional intelligence has significant influence on academic stress among college students. As the 'F' value is significant, the hypothesis-1, which stated that emotional intelligence would significantly influence the academic stress among college students, is accepted as warranted by the results. Students with low emotional intelligence (114.71) are experiencing more academic stress than the students with high emotional intelligence students (108.31).

Students with low emotional intelligence have low capacity to reason about their emotions which will hinder their thinking which in turn affects their academic stress whereas the students with

high emotional intelligence have the capacity to reason about emotions, and these emotions enhance their thinking which in turn leads to low academic stress. Emotional intelligence skills enable people to reduce negative stress in their lives, build healthy relationships, communicate effectively, and develop emotional health.

Students with high emotional intelligence are more likely to adopt reflection and appraisal, social and interpersonal, and organization and time-management skills. Students with low emotional intelligence were more likely to engage in health damaging, poor mental health, depression, hopelessness, and suicidal ideation.

Hypothesis-2.There would be significant influence of nature of course on academic stress among college students.

It is evident from the table-II that the obtained "F' value of 4.57which is significant suggests that nature of course has significant influence on academic stress among college students. As the 'F' value is significant, the hypothesis-2 which stated the influence of nature of course on academic stress among college students is accepted as warranted by the results. It indicates that professional students (M=130.02) are experiencing more academic stress than non-professional students (M=110.00).

Professional students at different levels of medical/engineering courses experience more stress due to academic factors, emotional factors and social factors. Academic factors are perceived as greater cause of stress. Emotional factors are dependent on person's ways of coping and social support. Social factors also found to be influencing professional course students.

The results of the present study contradictory to the findings of Hamilton and Fagot (1988) and Singh and Singh (2008); which states that nature of course is negatively related to academic stress. Findings of the present study corroborate with the earlier findings of Mannapur, et al., (2010) and Sanjeev Kumar and Bhukar (2013) which states that nature of course is positively and significantly related to academic stress.

Hypothesis-3.There would be significant influence of gender on academic stress among college students.

It is evident from table-II that the obtained "F' value of 0.25 is not significant which suggests that gender has no significant influence on academic stress among college students. As the 'F' value is not significant, the hypothesis-3 which stated that gender has significant influence on academic stress among college students is not accepted as unwarranted by the results.

Stress is a common problem to all students (both male and female students) and the way it is managed may reflect in their academic performance (Salami, 2001). Academic demands and pressure guarantee that all students will experience academic stress but how it is handled is what

matters most. Interestingly, stress tends to increase with the prospect of not being able to cope with the situation at hand, and this is the main problem that confronts many students due to their incompetence to deal with it.

Basically, the teachers have positive attitudes towards the females because they are in general mild, more studious and involved in school/college activities with dedication and commitment. Female students have been observed to be more sincere and punctual to academic work than males. All these help the female students to maintain good interpersonal relations with teachers, friends as well as parents. So they experience low academic stress in the area of teacher/pupil relationship/teaching methods.

In the Indian context most of the female students study at home or in the hostels with more facilities and time for preparation. So that they can more concentrate and discuss their doubts with their friends and teachers or tutors to overcome their academic problems. So they experience low academic stress in the area of inadequate study facilities.

Hypothesis-4.There would be significant interaction among emotional intelligence, nature of course and gender on academic stress of college students.

It is evident from the Table-II that there is no significant interaction between nature of course and gender (BXC) 3.42; in causing the effect on academic stress of college students. 'F' values for the first order interaction i.e., emotional intelligence X nature of course (AXB), 33.67; emotional intelligence X gender (AXC), 3.99; and the second order interaction among emotional intelligence X nature of course X gender (AXBXC), 7.39 are significant. This indicates that there are significant interactions among the three independent variables i.e., emotional intelligence, nature of course and gender in causing the effect on academic stress. Hence, hypothesis-4 which stated significant interaction among the three independent variables-emotional intelligence, nature of course and gender on academic stress among college students is accepted.

CONCLUSIONS

1. Academic stress is low among college students with high emotional intelligence.
2. Non-professional course students experience little stress compared to professional course students.
3. Gender has no significant influence on the academic stress of college students. But it has influence on components like personal inadequacy, teacher/pupil relationship/teaching methods and inadequate study facilities.
4. There is interaction among emotional intelligence, nature of course and gender in causing the effect on academic stress of college students.

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Conflict of Interests

The author declared no conflict of interests.

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Personality Traits Prediction of Fear of Missing Out In College Students

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ABSTRACT

The internet users, especially social media users are increasing in the last decade. This intensive using of social media induces behavioral changes of its users. One of the phenomena emerging is the fear of missing out. Personality has different effect on the rising fear. This research is aimed to recognize the relation between personality traits on fear of missing out on students. This study involved 643 students. The research data were collected by Big Five Inventory scale. The fear of missing out scale is modified from the previous research (Hato, 2013 and Przybylski, 2013). The data were analyzed by multiple regression using statistic software. The analysis resulted in r= 0,248 with significance or p= 0,000, therefore hypothesis stating that there is a relation between the big five personality traits and fear of missing out about social media is accepted. The research results show that extraversion and agreeableness have positive correlation to fear of missing out. While neuroticism has negative correlation and conscientiousness doesn't correlate to fear of missing out.

Keywords: *Personality Traits, Fear, College*

Nowadays internet has been one of the basic human needs. Internet facilitates searching and providing information, with various facilitations supporting daily life fast, accurately and economically, thus internet and its protocols become inseparable part of modern human's life.

The usage of internet is developing not only by computer's ware but also it can be used by a more practical gadget like a mobile phone. People use mobile phone not only to communicate

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interpersonally, but also to do activities related to smartphone usage, such as searching online news, entertainment, multimedia usage and other applications (Leung, 2007: 115).

The usage of internet and its wares gradually increasing day by day, and not only in developed countries but also in developing countries (Aoki & Downes, 2003; The Mobile Consumer, 2013). According to IPSOS survey in Indonesia in February 2012 period, Indonesia had the most active internet users especially in social media. In the survey conducted by Global Web Index in 2014, from the total of 27.4 million of internet user's population, their age ranged between 16 to 64 years and the group with university educational background was the most frequent users which made 69% and this group also is vulnerable to experience dependency on technology(Leung & Wei, 2000). The age group of 13 – 33 years is the highest risk group to experience FoMO (Hato, 2013).

Based on the observation and survey practiced on students in campus, Elon showed that mobile phone addiction phenomenon has affected many young adults. Some people state that addictive behavior and habit emerged because they do not want to be disconnected from their friends and family. They should have mobile phone so that they are able to respond or reach people directly and immediately. This study finds that 77.4% of students thought that they were not connected/ disconnected, 25.8% felt incomplete or missed out, 25.8% experienced stress when they did not carry their mobile phone (Jones, 2014: 77).

For many people, mobile phone has been an inseparable part of daily life. They use private mobile phone regularly and tend to feel missed out when they do not carry it (Bianchi & Phillips, 2005). The easiness in accessing quickly and effortlessly in social media makes the users want to fulfil their curiosity and in turn this causes dependency.

Holmes (1997) explained that using internet could cause dependency with symptoms similar to drug addiction. The Fear experienced by human to miss up to date news from friends or family becomes the new focus in psychological field. If one is disconnected with others in social media and the outside world, this causes nervousity and fear (Przybylski, et.al, 2013).

A report of FoMO from JWT Intelligence (2011) and the use of social media stated that one who has bigger fear of missing out tend to use social media, e-mailing ad other applications more often. They are likely to feel restless if they are far or abstain from social media in a long period of time.

The fear of missing out occurs due to lack of communication in the real world and the strength of relationship with peer group therefore this causes users to make themselves connected to others in various matters or contents, such as profile information, updated news or their status (Steinfield et.al, 2013).

Fear of Missing Out (FoMO phenomenon)

Fear of Missing out phenomenon is based on the research about the awareness of the up-to-date news' importance, social events and activities, thus being disconnected from others and outside world is believed to cause nervosity and fear (Rosen 2012; Przybylski, 2013, Murayama, DeHaan&Gladwell, 2013, Hato, 2013).

According to Przybylski (2013) *fear of missing out* is the fear of losing when a person doesn't get informed about other persons' interesting experiences or activities. FoMO is defined as a deep fear when one doesn't know others' interesting experiences or activities, therefore this makes the person wants or keeps connected with what others are doing (Przybylski 2013: 1841). This causes a person with fear of missing out eagerly keeping connected with social media, so that the person knows what others are doing. This can be done by keeping the connection through contents, like profile information, news update or others' status update (Steinfield, et.al, 2013).

The Uses and Gratification theory developed from the sociopsychologic theories, and positivistic approach has been studying why and how people actively search for certain media to fulfil certain need(West & Turner, 2007). The Uses and Gratification Theory (UGT) inquires 'what do people do with media?'. UGT explores how and why users intentionally choose the media which will fulfil specific need and enable them to increase "knowledge, relaxation, social interaction/ friendship, diversion, or escape (Severin& Tankard, 2000; McQuail, 2010).

Pursuant to UGT, one will use social media to fulfil specific needs such as socialization and gaining information. For an individual experiencing FoMO, using social media can be interesting because it is functioned as an inexpensive and easy way to connect to others (Ellison, Steinfield& Lampe, 2007). However, this individual will end up with increasing solitude, isolation and fear of missing out because in fact social media does not really substitute face to face contact (Dossey, 2014).

While in the perspective of Self Determination Theory (SDT) fear of missing out is a situation when the psychological need is not fulfiled regarding self and relatedness. Relatedness according to Fromm is human's basic need to unite with other human beings. (Feist & Feist, 2010). While Self according to Rogers is individual awareness of one's being and functions, gained through one's experience in which the individual involved either as subject or object (Alwisol, 2009).

The fear felt when one is not using social media perhaps is due to personality traits in which includes low self esteem, shy, impulsive, nervous, self control, the existence of life skill enabling one feels comfortable or not to communicate face to face, and need factor among which are the needs to get entertainment, affiliation, negotiation and communication (Rosdaniar, 2008).

Fear of missing out will differ from one individual to another because of uniqueness. This uniqueness related to the personality each individual has. Personality is unique and consistent thus it can be used to differ one individual to another. Marshal (2015:36) stated that the relation between personality domain and the emerging fear response involves a complex and still unclear process and result, mainly about the relation between extraversion and fear response (Pineles, et.al, 2009)

Big Five Personality

One of the approaches in personality is the dispositional approach, assuming that personality consists of relatively stable internal characteristics becoming behavior reference. This characteristic is often depicted as personality type, however it is often called as personality trait. The personality trait regarded as some building blocks shaping personality. Some traits are considered to have different strength levels in each person. Factor analysis of personality test results is one of the methods underlining personality dimension. Recently, there are five personality dimensions often called the big five. So, those five dimensions focus on trait and not on personality type. On the approach with personality type, an individual will be in the certain type category, and he/she will be in that certain type. On the other hand, trait is a continual quality, an individual has trait in different extents. An individual could have higher or lower extent in some traits. Thus in this approach, each personality could be described as how strong the variation of certain traits.

The big five factor model is a dispositional approach which is an approach assuming that personality as a stable internal characteristic combination and giving meaning to a person and motivates him/her to behave in a certain way. This approach focuses on characteristics and not on personality types. In personality type approach, a person will be in a certain type category and further will stay in that type. While in characteristic, an individual has different extent of characteristics, one can have high or low in some characteristic. Therefore, in this approach each personality could be described as how strong is the variation of certain characteristics (Widyorini, 2003).

The big five personality traits have five factors with specific features. Although it is called big five, it doesn't mean that there are only five personalities, otherwise there are thousands of features classified into these five groups called personality dimensions (Ramdhani, 2012: 190). Those dimensions are *extraversion, agreeableness, conscientiousness*, *neuroticism,* and *openness.*

McCrae dan Costa (Feist & Fesit, 2010: 136) asserted that an individual with high extraversion will tend to be loving, get along easily, be talkative, be a pleasure seeker and be full of spirit, on the contrary an individual with low extraversion will tend to be indifferent, aloof, quiet, serious and unfeeling/ insensitive. The second personality trait, neuroticism, will cause an individual

who has high extent of this to be nervous, temperamental, sentimental emotional and vulnerable, on the other hand, one who has lower extent will be calm, proud of oneself, unemotional and strong. An individual with high extent of trait openness tends to have imaginative, creative, innovative, curious and free features; on the other hand, those who have low extent will be strong, realistic, uncreative, conventional, incurious and conservative. An individual with relatively high agreeableness will be soft hearted, trustful, generous, friendly, tolerant and amiable. On the contrary, one with low agreeableness will be harsh, suspicious, critical, and temperamental. The fifth trait, conscientiousness, has the features of detail, hard-working, organized, punctual, ambitious and persistent for those who have high extent and on the contrary, those with low extent will be careless, lazy, unorganized, tardy, no purpose, and easily to give up (Feist & Feist, 2009: 136).

The difference in individuals regarded from their personality traits makes those individuals also have different fear. Lepp (2015) stated that the big five personality traits are relevant to comprehend the students' activities in social media. Pe Rhodes & Smith (2006) found that *extraversion* correlated positively and *emotional stability* correlated negatively to physical activities. Both traits were found correlated to social media and mobile phone usage (Amichai & Vinitzky, 2010). Moreover, itu, *extraversion* is also related to the troublesome mobile phone usage (Bianchi & Phillips, 2005). Hato (2013: 36) suggested observing fear of missing out from the personality traits of the individual.

RESEARCH METHODOLOGY

Participants

This research involved 643 students of Semarang State University (UNNES), taken from 2% from the total number of students from 8 faculties in UNNES. Participants in this study have social media accounts and included in the frequent user category – more or less 3 hours or more per day. Sampling was done by multistage cluster sampling by taking individual in the cluster or doing randomization on group and not on subject individually (Gall, Gall, dan Borg, 2007:174).

Instruments

Fear of Missing Out

The *fear of missing out* scale consists of 19 items by using Likert scale model with scores range from 1 (very unsuitable) to 5 (very suitable). This scale is the modification of the research scale of Hato (2013) consisted of 34 items and Przybylski (2013) consisted of 10items.

Big Five personality traits

The *Big Five Inventory (*BFI*)* scale was created by John, Donahue, and Kentle. BFI which has been developed has 44 items consisted of 8 items of *extraversion*, 9 items of *agreeableness*, 9 items of*conscientiousness*8 items of *neuroticism* and 10 items for *openness* personality trait.

Analysis

The statistics software of Multiple Regression Analysis technique is used to analyse data in this research.

RESULTS AND DISCUSSION

Table 1 reports the descriptive statistic of big five personality traits. Table 2 shows the descriptive statistic of fear of missing out about social media, which asking about psychological needs and relatedness and the fulfillment of the self.

Table 1.1, Results of The Big Five Personality Traits

No	*The Big Five Personality Trait*	Σ Subjects	(%)
1	*Openness*	60	9,33
2	*Conscientiousness*	97	15,08
3	*Extraversion*	23	3,57
4	*Agreeableness*	442	68,74
5	*Neuroticism*	14	3,26
Total		643	100

Table shows between the five traits agreeableness is amongst the most common trait found in samples with 68.74% followed by conscientiousness with 15.08%.

Table 1.2, Fear of Missing Out About Social Media

No	Aspects	Mean	(%)
1	*Unfulfilled psychological needs and relatedness*	19,08	50,22
2	*Unfulfilled psychological need and self*	18,91	49,78

Result describe that fear of missing out related to psychological needs are higher than psychological needs fulfillment with 50.22%. Based on the results of the calculation of the value of F = 10.390 with a significance of p = 0.000 (<0.05). So it can be concluded that the variable conscientiousness, extraversion, agreeableness, and neuroticism, simultaneously affect the fear of missing out about social media. R-Square is 0.061 which shows that the dependent variable fear of missing out about social media can be explained by the independent variables namely, conscientiousness, extraversion, agreeableness, and neuroticism.

Conscientiousness variable regression coefficient is 2.156 with 0.083 significance value (> 0.05). Extraversion variable regression coefficient of 0.445 with a significance value 0.000 (<0.05). Agreeableness variable regression coefficient is 5.477 with a significance value 0.023 (<0.05). Neuroticism variable regression coefficient is-16.201 with significance value (<0.05). Therefore personality trait positively correlated with extraversion and agreeableness, conscientiousness is not correlated and neuroticism negatively correlated.

Result shows as many as 442 students have agreeableness personality trait. Furthermore agreeableness personality trait is stated to have a positive correlation with FOMO with significance level of 0.023 (<0.05), so the higher the agreeableness, the higher the fear of missing out about social media is perceived by individuals. According to Seidman (2013) although this trait negatively correlated with facebook post in terms of looking for attention, this trait is significantly related to facebook update in terms of communicate and relate to others. Relationships built by people with this personality trait are related to social activities in order to inspire others (Marshall & Lefringhausen, 2015: 35). That is what makes individuals with high agreeableness will experience fear if left by news updates on social activities in social media which provide speed of news and social events in the community or social things that happened in their peer group.

Students included in conscientiousness personality trait is as many as 97 students with a percentage of 15.08% of 643 students. The results in this study indicate that this trait does not correlate with the fear of missing out about social media because it has significance regression coefficient of 0.083 (> 0.05).

According to Landers & Lounsburry (2006: 291) conscientiousness has a positive correlation with the use of the internet. People who have this personality trait would tend to regularly access the Internet and by always accessing the Internet they will always connected and know the news updates. Meanwhile, according to Ryan and Xenos (2011) conscientiousness had a negative correlation with time spent to access facebook. The situation is possible because people with this trait is characterized to have high need for achievement therefore they do not spend much time accessing social media.

Personality trait of 23 students in this study is extraversion with a percentage of 3.57%. This personality trait has a significant positive effect. In line with research & Lefringhausen Marshall (2015: 38) states that the personality trait extraversion was significantly correlated with constantly updated about social activities and life. In addition, according to Besser & Shackelford (2007) individuals with extraversion personality trait has a tendency to be sociable. Therefore activities to keep updated, relate to others, to know the activities of others and show her daily activities on others is a focus of this personality traits.

While as many as 14 students in this study belong to the neuroticism personality trait i.e. with a percentage of 3.26%. Personality trait neuroticism had a significant influence 0,000 (<0.05) with the regression correlation of -5.077 so it has a negative correlation, means that the personality trait neuroticism in the big five negatively affect the fear of missing out about social media. Therefore, the higher the neuroticism, the lower the fear of missing out about social media. According Swickert (2002) distrust within individuals with this trait tends to limit the amount of time used to exchange information online and play online game. Other studies have explained

that there is no relationship between fear and times to use the internet and the neuroticism personality trait (Phillips & Stevenson, 2002). The shameness of the individual within this personality trait is confining the behavior of using the internet (Scealy, 2002). However, Armstrong (2000) explains that people with low self esteem is associated with neuroticism to spend more time to browse.

CONCLUSION

There is a linear relationship between the big five personality with the fear of missing out about social media with r = 0.248 and R-Square is 6.1%, which means that the big five personality traits simultaneously affect the fear of missing out about social media, while 93.9% is influenced by other variables outside this study.

There are significant positive relationships between traits of extraversion, and agreeableness with the fear of missing out about social media. The higher extraversion, and agreeableness, the higher the fear of missing out about social media and vice versa. There is a negative correlation between the neuroticism personality traits with the fear of missing out about social media and there is no relationship between conscientiousness personality trait with the fear of missing out about social media.

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Conflict of Interests

The author declared no conflict of interests.

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Seth et al. Scale of Perceived Social Support for Elderly

Neha Seth[1]*, T. B. Singh[2], Mona Srivastava[3]

ABSTRACT

The purpose of the study was to develop a scale to assess the perceived social- support comprising of five components among elderly in India. These five components are overall life perception, emotional support, physical support, nutritional support and financial support. Sample comprised of 103 elderly people of age 60 years and above (63 male and 40 female) living in urban area of Varanasi. Single stage cluster sampling was used to select the respondents and pre-tested and structured scheduled method was employed for data collection. A self developed 64-items was introduced earlier and 57-items in the final scale. These items were assessed through 4 point Likert scale. Mean, Median, Standard deviation, higher and lower values etc. of total score were calculated. The reliability of the scale was calculated by administering Cronbach-alpha. The Gutman split-half coefficient was found 0.77, indicating higher reliability of the test. Construct validity of the test was determined by finding coefficient of correlation between scores and reliability of the scores. It was found 0.98, showing highly validity.

Keywords: *Perceived Social Support Scale, Elderly, Social Support*

With rapidly aging populations in countries around the world, there is an increased interest globally in the welfare of the elderly. This includes a concern with both their physical and psychological well-being. One of the important issues has been the effect of social support among elderly. Social scientists have long been fascinated by attitudes and beliefs surrounding family relationships and their roles. They believe that high level of social support may represent main source of personal care and well-being (Litwin and Landau, 2000) and a protective factor in reducing both the vulnerability of older people and risk of elder mistreatment (Melchiorre et al. 2013). Family support helps each family to construct a solid foundation from which to foster the growth of its members. Concerning the elderly, social isolation and a low level of social support may be significant risk factors for elder abuse, mistreatment and depression (Acierno et al.

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2010). In contrast, an adequate level of social support may represent one potential protective factor for elder mistreatment (Dong and Simon, 2010) but if we go in depth, perceived social support is more important than received social support (Wethington and Kessler, 1986). Perceived social support have a great impact on well-being and surely perceived social support significantly predicts well-being (Skok et al., 2006). Persons who perceived themselves as having high levels of social support had high levels of well-being (Schulz and Decker, 1985). Furthermore, the person who perceives cagh levels of available social support is optimistic and such individuals possess a strong sense of self efficacy, positive evaluation of self, low anxiety and positive expectations about social interactions.

India's population is rapidly ageing. The stark reality of the ageing scenario in India is that there are around 116 million elderly at present and the number is expected to increase around 330 million, constituting 19.4 percent of the total population, by 2050. (United Nations Population Fund, 2015) As per census of India 2011 age of 60 years and above is about 8.0% of total population. With increased mean life expectancy from 40 years in 1951 to 64 years at present, a person today has 20 years more likely to live than he would have 50 years back. In addition, the society is experiencing tremendous demographic and socioeconomic transformations and due to this transition (industrialization and urbanization); the expulsion of joint family to nuclear family can be seen effortlessly. Since traditionally dominated by a joint family culture, Indian society has stressed the value of children in the lives of their elderly parents and this change is not swallowed by them easily, resulting in multiple kinds of diseases added to elderly but still their problems are more psychological than physical. Furthermore, attitudes, values and treatment have been changing rapidly especially for elderly which causes some unbearable, unexpected and new forms of problems among elderly and lack of social support is one of those causes which are a foundation of many of the problems like emptiness, hollowness and many more. Yet family size, structure, and sense of familial responsibility are rapidly changing to reflect the arrival of a market economy and hence, the enactments of laws are introduced in favour of elderly population. Hence to assess perceived social- support comprising of five components among elderly in India, a perceived social support scale with 57 items was conceptualized.

NEED OF THE STUDY

Although there is a huge list of instrument available as measures of problems related to elderly and focusing on the content of support, some experts or researchers have renowned affect, affirmation, and aid as a types of support (Abbey et al., 1985), others have examined or identified esteem, social integration, tangible and informational support (Cutrona and Russell, 1990); and emotional, instrumental, informational and appraisal support (House, 1981). Although there is considerable overlap among these approaches, it is clear that some researchers make distinctions and others choose not to make. Moreover, different types of support from the same person tend to be highly inter-correlated (House and Kahn, 1985). No scale was found on perceived social support which includes five components as follows: overall life perception,

emotional support, physical support, nutritional support and financial support or in other words they were not able to fulfill the objective.

The fact remains that in existing Indian version of scales to measure problems related to elderly, there were no suitable scale to measure perceived social support among elderly. So, the aim to establish this scale was to determine whether social support (perceived help from family, friends, neibours and significant others) was related to various selected dimensions in old age in India. Rather than argue for the complete dismissal of these self report instrument, it seems more practical to place greater emphasis on their careful constructions and evaluation and to establish firmly their reliability and validity. The present study outlines the development of a new instrument assessing overall perceived social support among elderly.

Ultimately, the applicability of this measure will be for all individuals aged 60 and above, regardless of gender, caste, and ethnicity etc.

THE SCALE

Design

The concept of attitude towards elderly utilized in the present study represents an attempt to measure perceived social support among elderly. For purpose of this study Perceived social support is defined as a subjective evaluation of resources received in a given situation and its felt appropriateness and satisfaction (Vaux 1990).

Since, the purpose of the study was to treat the scale as an attitude scale, Edward's (1957) guidelines, the process outlined by Worthington and Whittaker (2006) and the methodology used by Anshu et al. (2015) for constructing Likert-type attitudinal scale were selected as a design model. One important design consideration affected by this selection is scale length. Scale items are appropriately comprised of items which evoke affect or opinion rather than cognition. When each item in scale evokes an effective response towards some aspect of the attitudinal object, the total scale cumulatively and effectively samples the attitude toward the object. One design criterion for constructing the scale was to avoid cognitive or recall items and to require that they deal with opinion toward perceived social support of elderly. An additional requirement was that each item has the anticipated probability of evoking divided agreement and disagreement from subjects in a normal population. Another requirement was that the items should be fresh and not drawn from the traditional item pool. One design characteristic was to produce a scale which had a single –item style throughout and which would have as simple a scoring scheme as possible. Both these requirement were met by adopting the Likert-type attitude scale format.

DEVELOPMENT

Keeping in mind the desired design characteristics, items pertaining to opinion with various aspects of perceived social support among elderly were generated. These items were written using clear, concise and readable language. Content for these items was suggested by the literature on elderly and by the senior author's experience in elder's view point, and discussion with elders and experts in general.

Sixty Seven suitable items were collected and framed into an initial version of the scale. Response categories were: strongly agree, somehow, strongly disagree and can't say. Five experienced judges from the field of psychology, sociology and psychiatry agreed completely for evaluation on the favorability and unfavorability of the items. They reviewed the scale items in terms of sentence formation, clarity and complexity of the statements, repetition of sentences, monotonous statements and fulfillment of objectives of scale construction. Worthington and Whittaker also advocates taking particular notes on the item's clarity, conciseness, reading level, face validity, content validity, and redundancy. In the light of the criticism and comments offered by the experts, three items were altogether dropped and five items were rewritten or modified. 64 items were thus selected for the attitude scale which showed 100 percent agreement among the judges as related to development of scale.

THE PILOT STUDY

An initial administration of the scale utilized 103 volunteer subjects ranging from age 60 and above. 61.2 percent of this initial group was males and 38.8 percent were females. Total score of this initial study group ranged from 145 to 254. The mean was 195.4 and the standard deviation was 27.6. Eighty percent of the scores were indicative of satisfaction. The result was left skewed, with the majority of scores being high and indicative satisfaction. Item analysis of data obtained in this pilot study administration indicated that seven items were to be discarded.

THE FINAL STUDY

After an instrument is developed and its reliability and validity are established, its research practicality must also be demonstrated. One indication of its proper development should be that it will function appropriately when used as intended. So finally 57 items perceived social support scale was administered to a group of 103 elderly people- 63 male and 40 female living in different blocks of Varanasi. The score of each item ranged from 1-4. Result of this study indicated that, in general, items correlated well with the total scale, that there was a very high level of internal consistency, and that the scale involved multiple factors (life overall).

Cronbach's alpha reliability of the selected questions after item analysis

S.No.	Items	Cronbach's alpha
1.	आप खुद को वृध्दावस्था में सुरक्षित महसूस करते हैं।	0.972
2.	तनाव में होनें पर आपको तनावमुक्त होनें में मदद मिलती है।	0.972
3.	आपकी वर्तमान योग्यताओं व क्षमताओं को महत्व दिया जाता है।	0.972
4. .	आप चीजों के प्रति आशावादी हैं।	0.972
5. .	आप वृध्दावस्था को एक समस्या मानते हैं।	0.976
6. 5	आप खुद को अन्यों की अपेक्षा भाग्यशाली मानते हैं।	0.972
7. 6	आप अपने सम्बन्धों (सामाजिक एवं पारिवारिक) से संतुष्ट है।	0.972
8. 7	आप अपने आस–पास मित्रता और खुशी महसूस करते है।	0.972
9. 8	आपके मित्रजन, परिवारजन या पड़ोसी जरुरत पड़ने पर सदैव आपकी सहायता करते हैं।	0.972
10. 9	आपको लगता है कि आप अपने परिवार का हिस्सा हैं।	0.972
11. 2	आपको लगता है कि आपकी परवाह किसी को नहीं चाहे कुछ हो जाये।	0.976
12. 3	सभी लोग आपका इज्जत, आदर, एवं सम्मान करते हैं।	0.972
13. 4	आप जो कहते हैं, लोग उसे सुनते एवं समझते है।	0.972
14. 5	आपको लगता है कि लोग अक्सर आपके लिए अपनी सीमाओं से बाहर जाकर आपकी सहायता करते हैं।	0.972
15. 9	घर के लोग आपसे आपकी जरुरत दर्शाते हैं।	0.972
16. 1	आपको लगता है कि वाकई परिवारजन आपकी मदद करना चाहते हैं या करते है।	0.972
17.	अपनी परेशानियों का हल आप परिवार में ढूँढते हैं।	0.972
18.	आपको समय–समय पर लोग जरुरी सूचनाऐं देते रहते हैं।	0.972
19.	आपके फैसले को उचित सम्मान दिया जाता है।	0.972
20.	आप अपनी इच्छा से सामाजिक /पारिवारिक लेन–देन करते हैं अथवा करने के लिए स्वच्छंद हैं।	0.972
21.	आपको लगता है कि आपके किसी भी प्रकार की समस्या में, कोई ना कोई है, जो आगाह करता है अथवा मदद करता है।	0.972
22.	आप परिवार के बीच खुद को सुरक्षित महसूस करते हैं।	0.972
23.	आपको लगता है कि आपका शारीरिक स्वास्थ्य अच्छा है।	0.973
24.	आप खुद को ऊर्जावान महसूस करते हैं।	0.973
25.	आपको लगता है कि यदि आप बिस्तर पर भी आ जायें, तो कोई है जो आपकी सेवा करेगा/करता है।	0.973
26.	आपको जब अपनी कमजोंरियों के लिए झुंझलाहट होती है, तो परिवारजन आपको इसकी बारीकियां समझाते हैं।	0.972
27.	आपको लगता है कि परिवार द्वारा आपकी देख–भाल के लिए उचित प्रबन्ध हैं।	0.972
28.	खाली समय में आप अपनी रुचि को पूरा करते हैं अथवा करने के लिए स्वच्छंद हैं।	0.973

S.No.	Items	Cronbach's alpha
29.	आपको अपनी इच्छापूर्ति (पूजा–पाठ, कोई विशेष रुचि) के लिए समय मिल जाता है।	0.973
30.	आप अपनी दिनचर्या से संतुष्ट हैं।	0.972
31.	आपको किसी प्रकार की बाधा अथवा कोइ टिप्पणी नहीं करता आपकी दिनचर्या को लेकर।	0.975
32.	आपको लगता है कि आपके परिवार में कोई है, जिससे आप बिना झिझक के अपनी निजी परेशानियाँ या समस्या जरुरत पड़ने पर बाँट सकते हैं।	0.972
33.	परिवारजन आपकी जरुरतों को लेकर जागरुक अथवा संवेदनशील हैं।	0.972
34.	आप जब की अेकलापन या परेशानी महसूस करते हैं, परिवार का कोई सदस्य जरुर आपके साथ होता है, आपको प्रोत्साहित करने के लिए।	0.972
35.	परिवारजन आपको अहसास दिलाते है कि वे आपके लिए कितना कर रहें/करते हैं।	0.975
36.	आप नकारात्मक भावनाएँ (जैसे दुःखी मन, निराशा, घबराहट, उदासी) महसूस करते हैं।	0.976
37.	आपसे परिवारजन हँसकर, प्यार से बात करते हैं।	0.972
38.	त्योहार अथवा विशेष मौकों पर आपको उचित सम्मान देते हैं।	0.972
39.	सांस्कतिक कार्यक्रमों अथवा छोटे समारोहों (जैसे पार्टी, शादी विवाह, आदि) में आपको परिवारजन स्वेच्छा से सम्मिलित करते हैं।	0.972
40.	परिवारजन पारिवारिक समस्या या किसी मुद्दे पर आपसे आपकी राय लेते अथवा आपको राय देते हैं।	0.972
41.	आपको लगता है कि परिवारजन आपके लिए समय जरुर निकालते हैं।	0.972
42.	आप कहीं भी घुमने जाने के लिए स्वच्छंद हैं।	0.972
43.	परिवारजन कहीं भी आपको साथ ले जाते हैं अथवा साथ चलने के लिए पूछते है/आग्रह करते हैं।	0.972
44.	आपको लगता है कि आपकी चिन्ता आपसे ज्यादा परिवार को है।	0.972
45.	आप परिवार के बीच भी खुद को अकेला महसूस करते हैं।	0.976
46.	आपको अपने परिवार पर गर्व है।	0.972
47.	आपको लगता है कि परिवारजन दैनिक क्रियाओं को करने में आपकी सहायता करते हैं।	0.972
48.	आप अपने खान–पान से संतुष्ट हैं।	0.972
49.	परिवारजन आपको पौष्टिक आहार एवं फल इत्यादि देते हैं।	0.972
50.	आपको लगता है कि परिवाजन आपकी साफ–सफाई का उचित ध्यान रखते हैं।	0.972
51.	परिवाजन आपकी पसंद (खाना–पीना, कपड़े, घूमना) का ध्यान रखते हैं।	0.972
52.	आपको लगता है कि परिवारजन आपकी पसंद को पूरा करते हैं।	0.972
53.	परिवार से पैसे–सम्बन्धित जो सहायता मिलती है, आप उससे संतुष्ट हैं।	0.972
54.	परिवारजन आपकी स्वास्थ्य सम्बन्धित खर्च उठाते हैं।	0.974
55.	परिवारजन आपकी यातायात सम्बन्धित खर्च उठाते हैं।	0.974

S.No.	Items	Cronbach's alpha
56.	परिवारजन आपको आवश्यकतानुसार डॉक्टर अथवा स्वास्थ्य विशेषज्ञ के पास ले जाते हैं।	0.972
57.	परिवारजन बिना कहे आपकी समस्या भाँप जाते हैं और उसे पूरा करने के लिए तत्पर रहते हैं।	0.972

Reliability, Validity and other Statistical Analysis of PSSS

Reliability	0.77
Validity	0.98
Mean	195.4
Standard deviation	27.6
Median	209
Cronbach's alpha	0.976
Minimum	126
Maximum	232
Low	<180
Medium	181-218
High	>218

SUMMARY AND CONCLUSIONS

An instrument in the form of a Likert-type attitudinal scale was developed for the purpose of assessing perceived social support of elderly from age 60 and above. It was administered to a total of 103 subjects. Items had very high discrimination and the instrument proved to be of sufficient reliability and of high internal consistency.

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Conflict of Interests

The author declared no conflict of interests.

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The Personality Profile of Normal and Psychopaths of Hills and Plains: A Clinical Analysis

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ABSTRACT

Background: In order to present a model of normal personality first endeavor is to make the literal meaning of normal. Normal literally means according to the norms. An average is represented by this norm and it is dependent on a certain time and culture according to its definition. Renewed attention has recently been focused on the relationship between normal and abnormal personality functioning and distinctions between adaptive and pathological personality. In this study we have considered "mood disorder, Schizophrenia and conversion disorder as psychopaths." Therefore the study was conducted to know the difference between personality profile of normal and psychopaths of hill and plains. ***Methods:*** Study examined personality traits of 320 participants selected between 20-25 and 40-45 age groups purposively. The study was conducted on 80 normal, 80 bipolar mood disorders 80 schizophrenic and 80 conversion disorder patients. GHQ negative (score less than 3) subjects from the community formed the normal group for the study and psychopaths taken from Susheela Tiwari Forest Medical collage Haldwani, Uttrakhand, India. Bareilly mental hospital, Bareilly, India. Agra mental hospital, Agra, India, Nirwan Neuropsychiatric hospital, Lucknow, Uttarpradesh India. Sentence completion test (SCT) was administered on all the included subjects. ***Result****:* Significant difference found of mental conditions among 20-25 and 40-45 year male who belonging from hill area. ***Conclusion:*** Psychopathic female belonging from plain areas were very low 'social', 'ambitious' and 'confident' in comparison to Hill's female.

Keywords: *Mental Health, Personality, Psychopaths, Hills Plains, SCT.*

In order to present a model of normal personality our first endeavor is to make the literal meaning of normal. Normal literally means according to the norms. An average is represented by this norm and it is dependent on a certain time and culture according to its definition .Renewed attention has recently been focused on the relationship between normal and abnormal personality functioning and distinctions between adaptive and pathological personality have been

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increasingly questioned (Grove & Tellegen, 1991; Strack & Lorr, 1997) Many people have revaluated how normal personality relates to personality disorder and other types of behavioral pathologies (Krueger et al. 1996; Trull & Sher 1994) the purpose of their study was to estimate the relative contribution of genetic and environmental influence to co–variation, between normal and abnormal personality traits using a sample of twins who were brought up at different places in different environment. It was sought to specify not also who by partitioning correlations among a comprehensive set of normal and abnormal traits into genetic and environmental components, from the introduction in DSMIII (American Psychiatric Association, 1980) a renewed focus on relationships between normal and abnormal personalities results in particularly on the Axis II personality disorder (Strack & Lorr, 1994, 1997). The introduction Axis II initiated a number of debates in connections with the classification and diagnostic structure of personality disorder which not only focused on the use of categorical verses diagnostic schemes but also on the structure that those categories(Grove & Tellegen 1991; Million & Klerman, 1986).

Thought these issues do not stand fully resolved (Clark1999; Loranger, 1999) it is being increasingly consented upon the fact that abnormal personality is often modeled as being continuously distributed rather than being distributed categorically (Livesley, 1991; Widiger, 1993; Widiger & Frances, 1994) and that the structure of abnormal personality is parallel to that of the normal Personality. (Costa & Widiger 1994; Eyesenk, 1994; Schroeder; Wormworth and Livesly, 1992). Several studies have shown that there exists a correlation between the continuous measures of normal personality traits and personality disorders (Cloninger & Svrakic 1994; Costs & McCrae, 1990) as well as joint factor loadings of measures of normal and abnormal personalities (DiLalla Gottesman Carey and Vogler 1993 Schroeder et. al., 1994) these relationships have been demonstrated across a number of traits and have been limited only a few domains (Costa & Widiger, 1994) and trait models (DiLalla, Gottesman, Corey & Vogler 1993; Schroeder et. al., 1992) The agreement to that normal and for abnormal personalities are related to each other is not associated with an identical agreement as to why such a thing exists. In order to explain the relationship between normal and abnormal personality traits can influence or cause disorder and abnormal personality many model have been proposed which include the hypothesis that normal range personality traits can influence or cause disorder and abnormal personality traits can affect other normal range personality traits and also that normality and disorder exist in a spectrum each of which represent portions of a continuum (Widiger et. al. 1999). Many of these models have an empirical support and any of them could account for observed correlation between normal and abnormal personality traits to a certain extent (Widiger et.al. 1999).

Three key lines of research are responsible for the emergence of the idea that geographical difference exist in personality. Therefore most of these focus on social influence. The idea underlying it is that tradition, customs, life style and the daily practices the social norms which ultimate results in influencing the attitudes and behavior of people. Many studies of cross

national psychological difference assume this as the basic. (Hofstead, 2001; Hofstead & McCrae, 2004) Ecological influence or the idea that features of the physical environment influence the thought, feelings and behaviors of people is another line rather the second line on which research focuses. Geographical difference emerge from the historical prevalence of infectious diseases and there by result in the development which encourage cautiousness and risk aversion tendency so as to keep fit even in the unhealthy environment. (Murrary & Schaller, 2013; Schaller, 2006; Schaller & Murray, 2008).Climates and economic conditions also influence people's values and beliefs according to what an influential research program suggests (Van deVliert, 2009).

Lee et.al (1999, a, b) have written a very wide book on the international scenario of personality in cross- cultural perspective and cultural interaction. They have reported that personality traits are the representatives of human biology and they can be seen very clearly in the studies on heredity, parental influence, structural variance across culture and species and temporal disability. Here more stress has been given on biological base and equality of genes and environment. Maccoby (2000) has suggested that personality can be presented is a quadrangle way on its one side in genes and environment is on other side. Thus, it can be said that personality is comprised of genes and environment both. Moreover, behavior is not only the production of culture and personality but also it is situation based. Surprisingly, Gosling and John (1999) have recorded the relative significance of identified personality traits on animals. Pikar (1998) has also made critical comments on Shweders' ideas but Shweder (1991) has proposed that cultural psychology makes an interaction with culture and personality. He has described a detailed description of the relationship between culture and personality and relevance of cultural practices while generalizing the data. In this study we have considered "mood disorder, Schizophrenia and conversion disorder as psychopaths." Therefore the study was conducted to know the difference between personality profile of normal and psychopaths of hill and plains.

METHOD

Participants:

Three hundred twenty participants ranging between 20-25 and 40-45 years of age taken for the study.240 psychopaths hailed from four mental hospital of Uttarakhand and Uttarpradesh.GHQ negative (score less than 3) 80 participants from the community formed the normal group for the study. Sentence Completion Test was administered on all included subject.

Tools:

General Health Questionnaire-12 (GHQ-12): The 12-Item General Health Questionnaire (Jacob et al. 1997) is the most extensively used screening instrument for common mental disorders, in addition to being a more general measure of psychiatric well-being.

Sentence Completion Test: This test is developed by Dubey and Dubey (2006) and it is comprised of 50 incomplete sentence and the participants are instructed to complete every incomplete sentence by the first appearing thought of their mind The objective of this test to measure certain personality traits. An attempt has been made to measure three personality characteristics through the responses of the subjects. These traits are (1) Sociability, (2) Self Confidence, and (3) Ambitious. All the sentences are so framed that they lead to reveal the positive or negative aspect related to one of the traits.

Procedure:

Psychopaths like schizophrenic, bipolar and conversion disorder selected purposively from the indoor ward and outdoor from Susheela Tiwari Forest Medical, Collage, Haldwani, Uttrakhand, India. Bareilly mental hospital, Bareilly, India. Agra mental hospital, Agra, India, Nirwan Neuropsychiatric hospital, Lucknow, Uttarpradesh India. Informed consent was taken from patients and their available relatives, Interview conducted in a separate room associated with the ward to maintain confidentiality. Socio demographic detail filled before the interview with the help of patients, available relatives and with the help of case record file. GHQ negative (score less than 3) 80 participants from the community formed the normal group for the study. Sentence Completion Test was administered on all included subject.

RESULTS

Keeping in view the main objectives of the present study chi- square was apply to see the difference between hills and plains normal and psychopathic individual's personality traits.2x2 contingency table has been used for knowing the significant level, any cell was having an observed frequency less than 5, and then Yates correction was applied for the test significant. The result of the present study has been given below and consecutively discussed.

Table-1Socio-demographic characteristics of the participants there was two groups include in this study from the society. One group is normal and the other group is psychopathic group including four type of psychiatric disorder. Most of the participant in both groups was married. Occupation wise most of the participant (56.25%) employee and the psychopathic group (70%) were unemployed. Education level of the participant in normal group (40%) found up to 12^{th} and the psychopathic group (70%) found up to be 9^{th} standard.77.5% normal participant belonging from urban area and 30% psychopathic group belonging from rural area. Most of the participants in group one have middle economic status and the other counterpart has low economic status.

Table-1Showing other socio-demographic detail of normal and psychopathic group

Variable	Category	Normal N=80		Bipolar mood dis. N=80		Schizophrenia N=80		Conversion dis. N=80	
		N	%	N	%	N	%	N	%
Marital Status	Married	56	70%	48	60%	56	70%	62	77.5%
	Unmarried	20	25%	31	38.75%	24	30%	18	22.5%
	Other	4	5%	1	1.25%	0	0%	0	0%
Occupation	Unemployed	23	28.75%	42	52.5%	44	55%	56	70%
	Employed	45	56.25%	18	22.55%	15	18.75%	12	15%
	Semi skillful	12	15%	20	25%	21	26.25%	12	15%
Education	Up to-9th	17	21.25%	23	28.75%	56	70%	54	67.5
	Up to 12	32	40%	17	21.25%	11	13.75%	13	16.25
	Graduation	31	38.75%	40	50%	13	16.25%	13	16.25%
Residence	Urban	62	77.5%	29	36.25%	56	70%	32	40%
	Rural	18	22.5%	51	63.75%	24	30%	48	60%
Income (monthly)	Below-6000	36	45%	49	61.25%	46	57.5%	41	51.25%
	6000 to 12000	33	41.25%	9	11.25%	11	13.75%	11	13.75%
	Above 12000	11	13.75	22	27.5%	23	28.75%	28	35%

Table-2 Gender wise residential setting and its effect on mental health

Residential Setting	Sex	Normal N=80 (25%)	Psychopaths n=240 (75%)				X2
			Bipolar mood dis.	Schizophrenia	Conversion dis.	Total	
Hills	Male n=74	23(31.08%)	24(32.43%)	15(20.27%)	12(16.21%)	51(21.25%)	0.45 df=1 non significant
	Female n=62	16(25.80%)	16(25.80%)	5(8.06%)	25(40.32%)	46(19.16%)	
Plains	Male n=112	19(19.96%)	24(21.42%)	38(33.92%)	31(27.67%)	93(38.75%)	4.67 df=1 P<.05
	Female N=72	22(30.55%)	16(22.22%)	22(30.55%)	12(16.66%)	50(20.83%)	

Table-2 indicates that normal and psychopathic group belonging from hill and plain areas. Result indicate that male belonging from hill area having highly psychopathic trait (21.25%) then female, the difference is statistically non significant and the other combination people belonging from plains area male having very high psychopathic traits (38.75%) in comparison to female group this difference is statistically significant($p<.05$).

Table-3age wise distribution of residential setting and its effect on mental health

Residential setting	Sex	Age	Normal N=80(25%)	Psychopaths n=240 (75%)				X2
				Bipolar mood dis.	Schizophrenia	Conversion dis.	Total	
Hills	Male n=74	20-25	9(12.16%)	21(28.37%)	6(8.10%)	6(8.10%)	33(13.75%)	4.22 P<.05
		40-45	14(18.91%)	3(4.05%)	9(12.16%)	6(8.10%)	18(7.5%)	
	Female n=62	20-25	5(8.06%)	10(16.12%)	4(6.45%)	16(25.80%)	30(12.5%)	5.57 P<.05
		40-45	11(17.74%)	6(9.67%)	1(1.61%)	9(14.51%)	16(6.66%)	
Plains	Male N=112	20-25	12(10.71%)	14(12.5%)	22(19.64%)	9(8.03%)	45(18.75%)	1.37 NS
		40-45	7(6.25%)	10(8.92%)	16(8.92%)	22(19.64%)	48(20%)	
	Female N=72	20-25	18(25%)	5(6.94%)	9(12.5%)	9(12.5%)	23(9.58%)	7.99 P<.01
		40-45	4(5.55%)	11(15.29%)	13(18.05%)	3(4.16%)	27(11.25%)	

Table3 Shows sex and age group wise distribution of residential setting with their mental conditions. Significant difference (p<.05) was found in mental condition among 20-25 and 40-45 year male group who belonging from hill area, it was significantly high (13.75%). Female (17.74%) also statistically significant difference (p<.05) found in mental conditions between 20-25 and 40-45 age among female group who belonging from hill area. Significantly difference (p<.01) was found in mental condition between20-25 and 40-45 age among female group who belonging from plain area. It was significantly high (25%). In plains area insignificant difference was found in 20-25 and 40-45 male participants.

Table - 4 Sex wise comparison of personality traits of normal participants of hills and plains on the basis of sentence completion test.

Gender according to the residence	Personality Traits		X2
	Sociability, Self confidence & ambitiousness		
	Very high	Very low	
Hill's male n=23	18(78.26%)	5(21.73%)	0.05 df-1 non significantly difference
Plain's male n=19	13(68.42%)	3(15.78%)	
Hill's female n=16	4(25%)	12(75%)	10.23 P<.01
Plain's female n=22	17(77.27%)	5(22.72%)	

Table-5Age wise comparison of-personality traits of normal participants of hills and plains on the basis of sentence completion test.

Age according to the residence	Personality Traits		X2
	Sociability, Self confidence & ambitiousness		
	Very high	Very low	
Hill's 20-25 n=14	11(78.57%)	3(21.42%)	5.24 df-1 P<.05
Plain's 20-25 n=29	12(41.37%)	17(58.62%)	
Hill's 40-45 n= 25	9(36%)	16(64%)	0.26 non significantly different.
Plain's 40-45 n =11	3(27.27%)	8(72.72%)	

Table-4 Indicates the residential setting and gender relate with the personality traits. According to the table normal male participants belonging from plain area have high (68.42%) level 'sociability', 'self confidence' and 'ambitiousness' insignificant difference was found between hills male and plains male on the personality traits. Significantly difference (p<.01) was found between hills female and plain female on the personality traits. Plain's normal female (77.27%) were highly 'social', 'ambitious' and 'confident' in comparison to other group.

Table-5 Indicates the residential setting and age relate with the personality traits. According to the table 20-25 year of age plain's participants very low (58.62%) level of 'sociability', 'self confidence' and 'ambitiousness'. Significant difference (p<.05) was found between20-25 age group belonging from two different residential setting. There was insignificant difference was found between 40-45 age groups of hills and plain's participants and table indicate that 40-45 year hill's participants (64%) very low 'social', 'ambitious' and 'confident' in comparison to other group.

Table -6 Sex wise comparisons of personality traits of psychopaths of hills and plains on the basis of sentence completion test.

Gender according to the residence	Personality Traits		X2
	Sociability, Self confidence & ambitiousness		
	Very high	Very low	
Hill's male n=51	32 (62.74%)	19 (37.25%)	0 df-1 Non significantly different.
Plain's male n=93	59 (63.44%)	34 (36.55%)	
Hill's female n=46	16 (34.78%)	30 (65.21%)	1.34 Non significantly different
Plain's female n=50	12 (24%)	38 (76%)	

Table -7 Age wise comparison of personality traits of psychopaths of hills and plains on the basis of sentence completion test.

Age according to the residence	Personality Traits		X2
	Sociability, Self confidence & ambitiousness		
	Very high	Very low	
Hill's 20-25 n=63	24(38.09%)	39(61.90%)	6.86 df-1 P<.01
Plain's 20-25 n=68	12(17.64%)	56(82.35%)	
Hill's 40-45 n=34	29(85%)	5(14.70%)	0.66 Non significantly different
Plain's 40-45 n=75	59(78.66%)	16(21.33%)	

Table-6 Indicates the residential setting and gender relate with the personality traits. According to the table psychopathic male participants belonging from plain area have high (63.44%) level 'sociability', 'self confidence' and 'ambitiousness' insignificant difference was found between hills psychopathic male and plains psychopathic male on the personality traits and insignificant difference was found hill's and plains female participants among personality traits. Table represents those (76%) psychopathic female belonging from plain areas were very low 'social', 'ambitious' and 'confident' in comparison to other group.

Table-7 Indicates the residential setting and age relate with the personality traits. According to the table 20-25 year of age plain's psychopathic participants have very low (82.35%) level of 'sociability', 'self confidence' and 'ambitiousness'. Significantly difference (p<.01) was found between20-25 age psychopathic group belonging from two different residential setting. There was insignificant difference was found between 40-45 age group of hills and plain's psychopathic participants and table indicate that 40-45 year hill's psychopathic participants (85%) very high 'social', 'ambitious' and 'confident' in comparison to other group.

DISCUSSION

The study was conducted to explore the difference of personality between personality profile of normal and psychopaths of hill and plains. Result indicate that male belonging from hill area having highly psychopathic (21.25%) then female, the difference is statistically non significant and the other combination people who belonging from plains area male had very high psychopathic morbidity (38.75%) in comparison to female group this difference is statistically significant(p<.05). relationship between normal and abnormal personality functioning and distinctions between adaptive and pathological personality have been increasingly questioned (Grove & Tellegen, 1991; Strack & Lorr, 1997) Significantly difference (p<.01) was found in mental condition between 20-25 and 40-45 age among female group who belonging from plain

area. normal male participants belonging from plain area have high (68.42%) level 'sociability', 'self confidence' and 'ambitiousness' insignificant difference was found between hills male and plains male on the personality traits. Climates and economic conditions also influence people's values and beliefs according to what an influential research program suggests (Van deVliert, 2009).There was insignificant difference was found between 40-45 age group of hills and plain's participants and table indicate that 40-45 year hill's participants (64%) very low 'social', 'ambitious' and 'confident' in comparison to other group. psychopathic male participants belonging from plain area have high (63.44%) level 'sociability', 'self-confidence' and 'ambitiousness', insignificant difference was found between hills psychopathic male and plains psychopathic male on the personality traits and insignificant difference was found hill's and plains female participants among personality traits. Significantly difference ($p<.01$) was found between20-25 age psychopathic group belonging from two different residential setting.

CONCLUSION

Significantly difference was found in mental condition among 20-25 and 40-45 year male group who belonging from hill area. Normal male participants belonging from plain area have high (68.42%) level 'sociability', 'self confidence' and 'ambitiousness' insignificant difference was found between hills male and plains male on the personality traits. Plain's normal female (77.27%) were highly 'social', 'ambitious' and 'confident' in comparison to other group. Psychopathic female belonging from plain areas were very low social, ambitious and confident in comparison to other group.

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Conflict of Interest:

The paper is based on the Ph.D. work.

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Use of Coping Mechanisms in Organ Donation and Transplantation with Distinctive Orientation to Brain Stem Death

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ABSTRACT

This paper talks about psychodynamic theory of psychology wherein individuals adopt various defense mechanisms in order to cope with unpleasant thoughts, emotions or behaviors while dealing with multifaceted processes of organ donation and transplantation. Organ donation from brain stem dead donors and transplantation involves certain psychological defense mechanisms like sublimation, introjections, projection, intellectualization, and denial that are explained through a few case studies of organ donor families, non-donor families, recipients of organs, families of recipients, organ transplant coordinators and doctors. The author discusses how individuals behave in different ways in order to deal with the unpleasant thoughts, emotions or behaviors that are intertwined with intricate debates, dilemmas and convolutions of organ donation and transplantation especially from brain stem dead donors. The organs donated by brain stem dead donors are used for transplantation into people struggling for life with end stage organ failures. The paper represents the narratives of individuals through diagrams that explain the nature of defense mechanisms adopted by people and professionals in organ donation and transplantation. Through these case studies the author wants the authorities to focus on issues that could resolve some problems that are encountered in day to day activities by professionals especially organ transplant coordinators in India. There are a number of areas wherein government needs to put efforts like making easy permissions from police, preventing double permission from police as is required in Medico Legal Cases if the accident has happened in one place and the organ retrieval at the other. There is a dire need to start extensive awareness programmes in all related ministries. The government needs to be sensitive to the plight of poor people who wait for long hours to get back the body once they decide to donate organs in Govt. hospitals. They deserve some care in government hospitals during waiting period. Some budgetary provisions needs to be made for the same. One of the very important things is to introduce a topic on defense mechanisms in organ transplant coordinators course to make them

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understand the coping mechanisms better. Such efforts will help them in understanding each other better and help them to become effective team members.

Keywords: *Defense Mechanisms, Sublimation, Rationalization, Displacement, Introjection, Projection, Intellectualization, Denial, Brain Stem Death, THOA-1994, Organ Donation and Transplantation.*

As per psychodynamic theory of psychology a person tends to cope up with stressors of life by using certain coping mechanisms (**1**).These psychological coping mechanisms are called defense mechanisms. Through these mechanisms a person tends to defend himself to get away from unpleasant thoughts, emotions or behaviors by thinking in a different way or behaving in a different way. Freud describes a number of defense mechanisms by which the ego camouflages, overpowers, or copes with id's urges. According to Freud defense mechanisms originate as a result of conflict between id, ego and superego, the three parts of individual personality. Generally defense mechanisms are largely accepted ways of perceiving how people handle anxieties and stresses.

Organ donation and transplantation is not devoid of stresses be it organ donors, organ donor families, non-donor families, waiting relatives of donors, waiting recipients, recipients of organs, professionals like organ transplant coordinators, doctors ,nurses , technicians etc. The act of organ donation and transplantation is full of stresses and coping mechanisms.

Organ donation involves donation of organs by healthy individuals who can donate a part of liver or one kidney during their life for the treatment purposes of the recipient who otherwise cannot survive without such transplants. Organs can also be donated by a brain stem dead donor in India as per Transplantation of Human Organs Act (THOA) -1994 (**2**). Brain stem death is a new form of death which is riddled with debates and dilemmas not only from sociological perspectives (**3**) but professional perspectives as well (**4**). Brain stem death cannot be diagnosed in home but can be diagnosed in Intensive Care Units of only those hospitals that are registered organ retrieval or organ transplant or organ retrieval cum transplant hospitals. The brain stem dead donor can donate a number of organs and give new lease of life to7-8 people with 2 kidneys, 2 lungs, one liver, one pancreas, heart and rarely intestines. This kind of death cannot be declared by a single doctor but by an approved team of four doctors. Not all doctors in India can declare brain stem death legally. In case of tissue donation like eye, skin and bone donation there is no need for a person to be brain stem dead. Tissues can be donated after 6 hours of death even at home. Tissues improve the quality of life after transplantation and has been legalized in India **(5**). Body of the donor is returned to family after organ or tissue retrieval which is not the case for Body donation **(6**).

In organ donation and transplantation, on one side we have living organ donors, brain stem dead donors and their families whose consent is important for donation of organs and who are the center of attention for any transplant surgery to happen. On receiving side we have recipients who are sick and waiting for organ transplants, their families who are trying to keep them alive by spending huge amounts of money not only for transplant surgeries but for post-transplant care as well, besides providing a supportive environment. In between we have professionals who are to keep focus on both the donation side and the transplantation side. In India, organ donation and transplantation especially in case of brain stem death is a tense process. When a brain stem dead donor is identified, his family has to be approached for consent. It is hard for the family to decide to give away organs of a person whose body, they see, is breathing and assimilating fluids and heart is beating etc.(**7**)The family obviously smells a rat in the operations of the hospital concerned. The transplant coordinator who is the interface between the donor family and the professionals, counsels the family to donate organs. She/he may or may not succeed in counseling. If the family consents to donate, there are still some obstacles to be overcome like permission from police and forensic experts in medico legal cases to proceed with organ retrievals. The retrieving teams are in hurry to transport organs and transplant within a stipulated time as organs outside body cannot live long and need immediate transplantation into waiting potential recipients. The transplant recipients are to be called from homes to hospitals that are evaluated for compatibility of organ retrieved and for transplantation. All these processes involve a number of coping mechanisms as shall be depicted in the below mentioned case studies in the context of a few selected defense mechanisms.

SUBLIMATION

Sublimation is one of the psychological defense mechanisms that is used to channelize unacceptable thoughts, emotions and impulses into more acceptable ones. This defense mechanism involves refocusing unacceptable thoughts or impulses by putting them to a productive use. If a person is unable to do so it leads to persistent anxiety (**1**).

Organ donation from brain dead donors has been the historical coping mechanism that was adopted in 1968 to bring something fruitful out of intensive efforts of keeping the patient breathing on ventilator who otherwise in some cases had lost potential to breathe on his own **(8**).Innovation in medical science and use of ventilators for brain dead donors who were in irreversible coma and could not breathe on their own was not yielding any fruitful results.

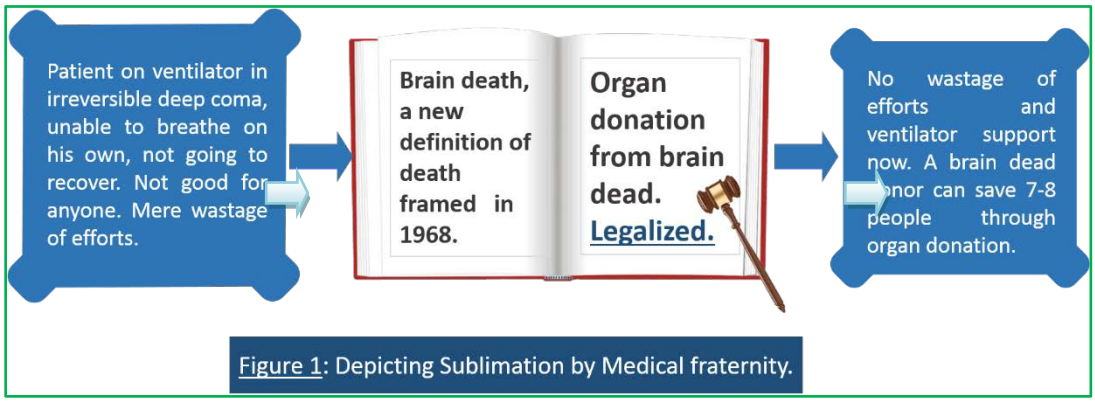


Figure 1: Depicting Sublimation by Medical fraternity.

Doctors knew that such patients cannot recover and had no hope of life. Continuous ventilator support of such patients when there was no gain to anyone was considered mere wastage of material and manpower. This led to the innovation of brain death criterion of diagnosing death which is a new definition of death as proposed in 1968. Further legalizing organ donation from brain dead donors gave productive outcomes to such ventilator support which otherwise were giving undesired experiences to the medical fraternity.

Having done so over a period of time amidst universal debates of this legalized criterion of death, some people accepted this form of death and some did not. The opinion about this form of death declaration varies among professionals too. People who accept such criterion of death for their relatives and consent to donate organs reveal that organ donation from brain stem dead /brain dead donors has given meaning to the death of their near and dear ones; produced something good instead of everything being a waste and delivered magic in the lives of recipients. Instead of accepting death of a dear one they chose to give life through their altruistic acts of organ donations (**9**).By this way unacceptable thoughts of accepting death were replaced by more acceptable outcomes of giving life to number of people by donating organs.

RATIONALIZATION

This defense mechanism tries to cope up with stressors by substituting an acceptable conscious motive for an unacceptable unconscious one. A person tends to offer a different explanation for his own perceptions or behaviors or puts something into a different light. Putting in other words we “make excuses,” giving a reason different from the real one (**1**).

Recently it has been made mandatory to have transplant coordinators in place in all the retrieval hospitals (**5**). Counseling a grieving family involves intelligent efforts and challenges from the perspective of organ transplant coordinators. They at times feel on top of the world when they succeed in motivating a family to accept brain stem death and get their consent for retrieval of organs. The whole process of coordination with multiple teams, multiple authorities for permissions for retrieval, transportation and transplantation keeps them occupied over great

stretches of time. There are instances when they succeed in getting consent but find obstacles in proceeding ahead by taking permissions from police, forensic experts in medico legal cases which are many times over taxing. They feel bad when they are not successful irrespective of their best efforts which they put in to motivate families. They cope up with these incidents by rationalization.

(**A**)In one case one of the enthusiastic organ transplant coordinators who had been successful in motivating a family to donate organs said, "I could not realize that I had not taken food for 24 hours. I had not gone to washroom for 24 hours as well while coordinating the donation process of one brain stem dead donor in my hospital. I was so much engrossed with this event that I forgot myself as a human being. I am a meticulous follower of religious activities. I always light "Diya" (Light) in my home and offer prayer to God but I couldn't do so for 36 hours for the first time in my life which I lost while coordinating the whole process of organ donation and transplant. I have no regrets for my failure to light "Diya" this time as I was instrumental in giving lights to many people who were desperately waiting for organ transplantation. Lighting the lives of people was a very nice explanation to cope with guilt of not lighting "Diya" for 36 hours which this coordinator had never done before.

As per this transplant coordinator it was an opportunity to give lives, give lights to so many people, opportunity to spread awareness, opportunity to reciprocate to the donor family, opportunity to forget her own self and forget her own biological needs for hours together without any regrets. She said she would like to get many more opportunities in future too. She felt she was in euphoria for about a week.

(B) Coordinating donation of organs from a brain dead donor who happens to be a medico legal case involves great challenges even after the family consents to donate organs. It becomes more challenging if the accident happens in a different place and the organ retrieval hospital is at a different place. Organ donation from such medico legal cases requires consent for retrieval of organs from both the police stations that is the accidental site police station and the retrieval hospital police station. It sometimes leads to lot of painful efforts by the transplant coordinators. In one such case a transplant coordinator had to make hundreds of calls to make the retrieval possible. The family had to wait for 15 hours to get rid of the all the processes involved in it. The coordinator expressed great frustration for pleasing, pleading, requesting, imploring and actually begging the authorities to make the donation possible. She felt bad with the system but she rationalized such efforts saying that such efforts led to transplantation of 3 organs in the end that is two kidneys and a liver.

(C) In one case, a mother when asked why she donated her son's organs expressed that she saw a number of families who were desperate to save their near and dear ones in the hospital. These

people were in helpless situations. She too was helpless and wished someone could help her. It was not possible as her son was brain stem dead and had no chance to recover. Empathizing with others she decided to donate the organs of her son. She said, I felt I should do something for others through this altruistic act of organ donation when I was sure I cannot save my own son's life. I did not want my son to die; I wanted him to live in others.

(**D**) India is known for son preference (**10**) and could be seen even when a woman was struggling to live in this world. Indian women always crave for a son and their joy knows no bounds when they produce one. One of the female liver transplant recipients who happened to be the mother of two daughters said, I did not produce a son but I knew God is there to listen to my prayers. God gave me a son pointing to her abdomen where she was transplanted the liver of a young brain stem dead boy. My own son probably would have not given me his organ. Madam, whenever I touch my liver site I feel as if I am touching my son who gave me his organ. Yes, he was my son only. My son is there with me all the time; my own son who shared his life with me now referring to her liver. I am thankful to this son.

(**E)** Indians believe in rebirth of soul or body (**11**). The same recipient said, Madam, I feel I could not say thanks to my son, but we are told the souls are reborn. I felt the same when I went to my mother's place after 45 days of transplant surgery. There was a newly born male cat who would sit next to me. I would caress him the way I would have done for my son. For hours the cat would sit next to me till the time I was there. Every day, I would thank it, give it all the support, caress it, feed it and cuddle it as if it wanted my love desperately. I always reciprocated it with great love irrespective of my parents being against this. May be the boy had come to be with me through this soul.

This woman had an innate desire to have a son which she did not have but she rationalized having a son who gave her life through organ donation and transplantation. Further she felt she could not say thanks to that boy or his families as donor recipient identities are not revealed globally. She came to terms with this unwanted thought by caressing a baby cat that she thought was the soul of that boy whose organ was transplanted into her.

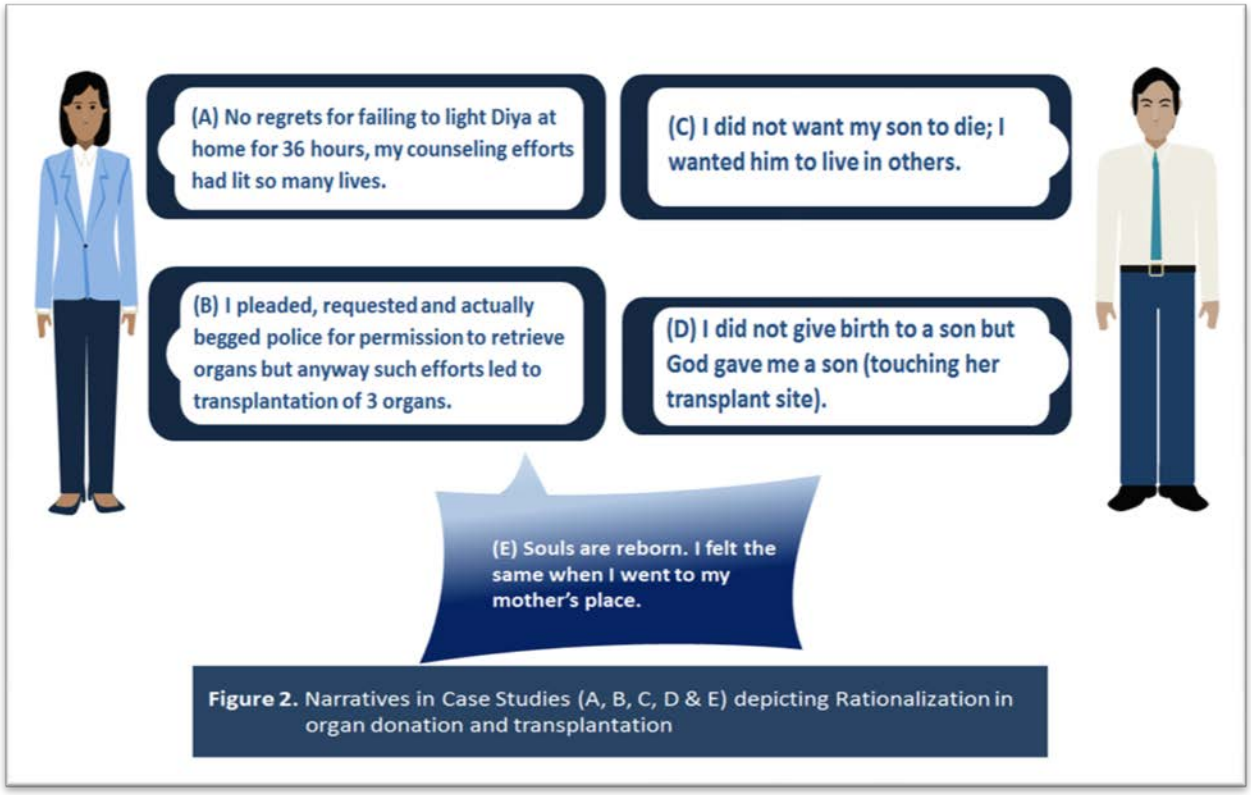


Figure 2. Narratives in Case Studies (A, B, C, D & E) depicting Rationalization in organ donation and transplantation

PROJECTION

Blaming others, or projection, is a way of coping with one's unwanted motives or feelings by shifting them to someone else. Projection is a form of defense in which unwanted feelings or thoughts are displaced onto another person (**1**).

(a) The shortage of organs for transplantation is a global problem (**12**). Transplant community needs organs for self- esteem needs and feels frustrated with any refusal from the brain dead donor family (**13**). Instead of saying that people are dying as a result of their own organ failures the transplant community prefers to blame the donor families. They tend to say that people are not donating and recipients on waiting list are dying. So do the recipients. The popular narrative of scientific articles is, "so many people are dying as people are not donating organs". The question here is, aren't people dying because of their own organ failures? How can we blame people for not donating? Does a person owe organs like kidney, liver and heart to people that can be donated after brain stem death in India? This in itself is one form of projection by which transplant community and recipients put the blame on people for addressing their frustrations for not getting organs for transplantation. Failing to motivate people as a result of inherent debates with such donations, transplant community wants legislative reforms like presumed consent for organ donation.

(b) One of the female liver transplant recipients had a history of repeated bouts of jaundice for almost 20 years. Incidentally the first episode had started immediately after marriage. Her narratives were, "I was not suffering from the disease before my marriage in UP, I got jaundice here in Delhi immediately after marriage". My father never wanted me to come back to my in-laws place after my first visit to my paternal home post marriage. He felt Delhi is not a good place for the health of his daughter. Husband on the other side had to cough out about 6 lacs for the tests and the transplant surgery even when the transplant surgery was done in government hospital which was not possible in private hospitals who charge 20-24 lakh rupees (**14**).

Taking care of the ailing wife, managing his work and facing the brunt of financial loss with meager wages were a number of stressors that were deterrent to his emotional health. He would say that she was suffering from the disease before marriage itself. The frustration of being sick, suffering financial loss, caring for children, meeting financial requirements of the family led to projection and counter projections in the family- a way of coping with stressors.

(c) There is a tug of war in some cases as neurosurgeons want to prolong life of the patient no matter whether he has a chance of recovery or not in their care, the transplant surgeons also want the same for their patients but they need organs for transplantation from patients who usually are under the care of neurosurgeons. There is a conflict of loyalties. The Transplant Coordinator who is to coordinate between the two is sandwiched in the fight to continue treatment of a brain stem dead person as is desired by neurosurgeons or to declare him brain stem dead for organ retrievals as desired by transplant surgeons. The narratives of one of the transplant coordinators who happened to be caught in between the two are "I see the reflexes of patients in ICU to identify potential donors and I motivate nursing staff for getting the brain death declaration done for a few such cases. One of the neurosurgeons, feels that it de-motivates the staff in ICU who rather than focusing on saving lives shift loyalties towards brain death declaration. I was scolded by this doctor many times. The moment he sees me he says "**Yam Raj Aa Gaya**" (God of death has come). I have stopped paying visit to neurological ICU now.

It is important to note here that in Spain it is the timely identification of brain dead donors by their transplant coordinators that is responsible for increased organ donation rates there i.e. 35.5 per million population (**15**) as compared to .11 per million population in India (**16**). But it cannot be denied that organ donation from brain dead donors involves shifting of loyalties which is not accepted by most of the neurosurgeons in India. There is projection and counter projection involved in these narratives.

(d) A transplant coordinator while counseling a family to donate organs of their brain stem dead donor, spoke to the family for long hours, had long discussion and deliberations throughout night. The family was a very well educated. The person who was diagnosed as brain stem dead

had pledged to donate his body. His married daughter who lived in USA was an organ donor herself. The family did not budge even after long hours of counseling; they were reluctant to donate anything. The transplant coordinator felt annoyed with the family and shared the story with other professionals.

The transplant coordinator puts the blame on family who did not donate organs. Well, laws and procedures of India (**2**) and USA (**17**) are different. USA follows a very stringent criterion of brain death while India follows brain stem death criteria only. Organ donation, tissue donation and body donations are different as per laws that govern this country. If a person had pledged to donate body, it does not mean that he had pledged to donate organs. Donation of organs in India is done for the purpose of transplantation into people needing organs after brain stem death. It is important to mention that when a person is declared brain stem dead, his organs are functioning and his heart is beating. The same does not hold true in case of tissue donation or body donation. Donation of body is done after complete death when heart has stopped beating forever. After whole body dies organs are not transplantable. Body donation is done for scientific and educational purposes and such bodies are of great use to anatomical departments of medical colleges and not to transplant surgeons.

The transplant coordinator could not cope with her failure to motivate family to donate organs after she spent the whole night deliberating with the family. Now instead of understanding the nuances of such decision she tried to cope with frustrations by putting the blame on the family.

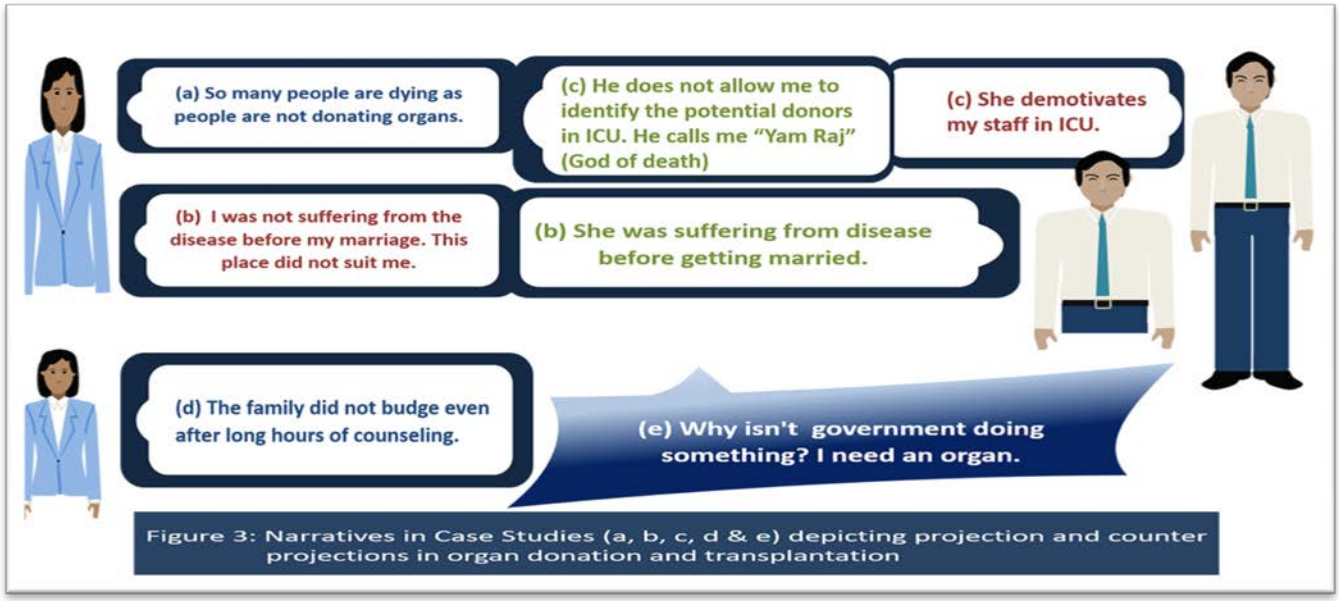


Figure 3: Narratives in Case Studies (a, b, c, d & e) depicting projection and counter projections in organ donation and transplantation

(e) One of the waiting recipients for kidney transplant who was desperately fighting end stage kidney disease and going through painful dialysis procedures could not stop herself from putting the blame on the government. What is the government doing to save me and people like me?

Government told us to have a small family norm, we did so, and I have one child only, now I need an organ, who will donate? Why is the government sitting and not doing anything?

Now, should the government take away kidneys from people? Are kidneys commodities which the government has to provide to its people? The coping up mechanism here was putting the blame on government.

DENIAL

Denial is a form of defense mechanism when a person tends to refuse accepting a reality or fact that is painful for the person at that moment. A person tends to cope up with that painful event, thought or feeling by denying admitting it in such a way as if it did not exist (1).

(A) Organs from a brain stem dead donor cannot be retrieved without the consent of family members. In one case a poor person was given an option to donate organs of his brain stem dead son. The poor man neither had the money to continue treatment nor had the will to donate organs of his brain stem dead donor. He did not consent to donate organs but instead chose to leave the situation and afterwards did not respond to any phone calls from the hospital as if the situation to decide did not exist. Before leaving the hospital he had said "do what you want to do; I do not have money to continue his treatment".

The thought of near and dear ones dying is not easy for the relatives. A number of people deny accepting death. They are often put in a situation where they are required to decide within a short period of time either to decide in favor or against organ donation. Many people do not accept brain stem death as death. They refuse to accept the death of the person when confronted with request for organ donation. They often think that a miracle may happen and the person may come back to full consciousness.

(B) Reg Green wrote two books "The Nicholas effect (**18**) and "The *Gift that Heals: Stories of hope, renewal and transformation through organ and tissue donation" (**19**). The book* "The Nicolas effect" is about his son Nicholas who was shot in Italy and whose organs were donated to seven Italians after he was declared brain dead in Italy. While his first book spoke in length what his son Nicolas did through his "gifts of life" the second book revealed the narratives of donor families and recipients that are incidentally in favor of donation. Reg never talked to non – donor families which could be because of his denial to accept the other side of the coin. He chose to keep silent about that and denied any guilt provoking incident which could hurt his sentiments of donating organs of his young son.



(A) He did not consent to donate organs and did not respond to any phone calls later.

(B) Having donated his son's organs he met many donor families, recipients, wrote two books but he never enquired the families who refused to donate organs.



Figure 4: Narratives in Case Studies (A) & (B) depicting denial in organ donation and transplantation

INTROJECTION

Introjection and projection are usually called the two sides of the same coin. In certain situation when a person feels defeated or unable to do the desirable he tries to blame self instead of blaming others. The person takes into itself the behaviors, attributes of other people or other external objects to cope up with stresses (**1**).

The organ retrieval process in case of brain stem death involves not only maintaining donor in ICU and Operation Theatre (OT) but maintaining family of the donor as well within the hospital. The grieving family has to wait for long hours as long as 24 hours before body is given back to them. The long hours of waiting, when they have altruistically consented to donate organs of their loved ones deserves caring of family as well. Comparing interactions of two transplant coordinators one from government hospital and the other from private hospitals both of whom were successful in motivating donor families; when asked about the case,the government hospital coordinator instead of feeling good about the result of her motivation put the blame on herself saying, "I be fooled them, I could not offer her anything, not even a cup of tea. The woman had donated her husband's organs after I persuaded her to do so but I could not do anything for her. She was a needy woman. She had two kids. Government should do something. I feel bad for I could not do anything."

(a) I feel I be fooled her. I could not offer her anything, not even a cup of tea. She donated her husband's organs. She was a needy person.



Figure 5: Narratives in Case Study (a) depicting introjections in organ donation and transplantation

(a) The government transplant coordinator was full of regrets and blamed her own self for the failure of government machinery, to give some preference to donor families as she was the one who made this donation possible. The person from private hospital on the other hand was bubbling with cheer that she took great care of the family by giving them a private suite in private hospital, engaging dietician, and ward boy to meet the basic requirements of the family till the body was handed over to them.

DISPLACEMENT

Displacement is one the extensively used defense mechanisms. An individual tends to redirect his thoughts, feelings and impulses upon another person or object especially in those situations when he cannot express his feelings directly to the person or object (**1**).

Transplant coordinators sometimes also face the wrath of transplant teams who are in a hurry to get organs retrieved and transplanted as soon as possible. The tension involved in such acts of timely retrieval, packaging, transportation and transplantation involves lot of coordinated efforts of a number of different team members. At times professionals tend to displace anger on one another only to save lives.

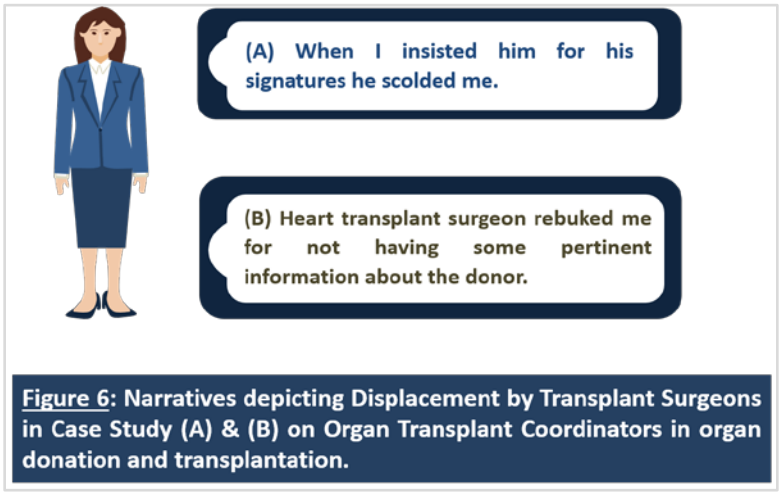


Figure 6: Narratives depicting Displacement by Transplant Surgeons in Case Study (A) & (B) on Organ Transplant Coordinators in organ donation and transplantation.

(A) Many a times doctors scold me, they are in a hurry and blame me for something or the other, said a transplant coordinator. A doctor from another hospital had come to retrieve an organ from a brain stem dead donor in our hospital. The organ was to be transported and transplanted into their hospital patient. Before leaving the hospital I insisted him for his signatures for receiving the organ, but he scolded me.

(B) He asked me for some information about the brain stem dead donor and rebuked me for not having the adequate information, said another transplant coordinator. Displacements of anger are bound to happen in such an event and everyone needs to understand that.

INTELLECTUALIZATION

Intellectualization is one of the best coping strategies a person tends to adopt in response to anxiety provoking situations. A person does not allow emotions to come in way and redresses tension provoking situation in an intellectual way.

(a)A person known for donating bodies of his five family members on different occasions spoke that he was put in a guilt situation that he did not perform last rites of his first near relative whom he chose to donate to anatomical department of a medical college after death, "What about moksha (salvation) of the soul?" This is not good for the departed soul. The soul shall keep wandering without "moksha". These narratives of the people haunted him.

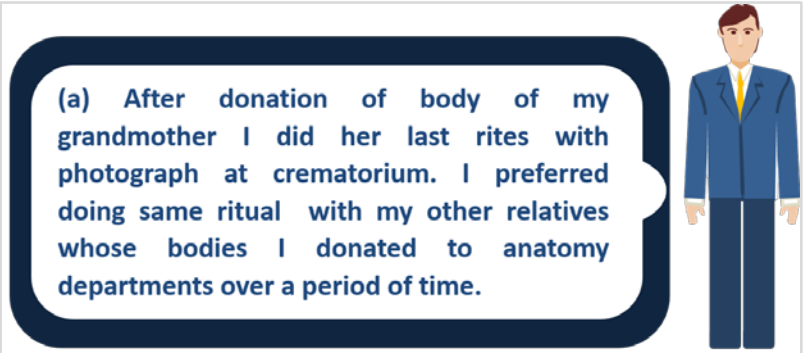


Figure 6: Narratives in Case Study (a) depicting intellectualization associated with body donation.

To overcome this guilt provoking situation of failing to perform last rites of his family member, he chose to take the photograph of the dead individual to the crematorium and performed the last rites. He adopted this intellectual way of coping with stress for not performing the last rites every time. He had donated the bodies of five of his family members over a period of time.

CONCLUSION

Organ donation and transplantation is a very complex process that involves interdependence and interactions of multiple team members and involves wide-ranging efforts for a common cause that is to save lives. In this endeavor every team member encounters tension provoking situations and applies certain defense mechanisms to cope with those situations. There are a number of areas wherein government needs to put efforts like making easy permissions from police, preventing double permission from police as is required in MLC cases. One of the very important things is to talk about various defense mechanisms in organ transplant coordinators course to make them understand the coping mechanisms better. Such efforts will help them in working better.

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Prevalence of Superstitious Belief among the (ST) Scheduled Tribe Students of Nalbari District

Dr Mallika Kalita[1]*

ABSTRACT

Present study has been undertaken by the investigator among the Scheduled Tribe students of Nalbari district in the state of Assam to identify their different types of superstitious behaviour. Two null hypotheses have been formulated in the present paper – firstly, there is no significant difference between Male and Female ST Students towards superstitious beliefs and secondly, there is no significant difference between graduate and Post- Graduate students towards superstitious beliefs. Total 80 students sample has been selected for testing the hypotheses. No significant difference between Male and Female towards superstitious beliefs was found and in case of 2nd hypothesis also no significant difference between graduate and Post- Graduate students towards superstitious beliefs was observed. Further, in the present paper, the investigator has tried to draw attention of all kinds of educated people towards the harmful effects of superstitions in the society and put forward suggestions to make a society free from social evils due to superstition in India.

Keywords: *Superstition, ST, Education, Nalbari*

Superstition refers to one kind of belief in something which is not justified by reason, scientific attitude or evidence. Dictionary meaning of superstition is nothing but to believe in something blindly without any verification. In most of the cases, insecurity makes a person vulnerable to unjust beliefs or superstitions. Superstitions are deemed as pertinent in India because these generally, hint at future occurrences and can be either good or bad. Though people try to believe these are baseless beliefs, somewhere deep inside their hearts, they are stuck to their roots and still believe in some of the superstitions, if not all. Superstitions, irrationality and blind belief have had an upper hand in our society throughout the ages. An example is the phenomenon of "witch hunting", which has claimed many innocent lives. Superstitions lead to the exploitation of common people by clever "Sadhus and Tantrics". They also lead to caste bias and

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discrimination. It must be realized by people that in a society where youth are practising superstitions, it will hinder social progress. Its prevention is possible only through educational awareness and knowledge is its cure. So, in this paper an attempt is undertaken to study the superstitious behaviour of students of higher educational institutions in Assam so that they can take necessary steps in near future to stop superstitious beliefs harmful to society which are also called as social evils.

Nalbari is one of the highest populous districts of Assam and people of this district are also very much educationally conscious. Educational opportunities in Nalbari are of high quality. It boasts of producing most number of toppers in School level. Nalbari is famous for Sanskrit education and known as "Nabadeep" for presence of various Sanskrit education institutions. First School was set up in Nalbari in the year 1887, which later known as Nalbari Govt. Gurdon H.S School. Nalbari College, Nalbari; Nalbari Sanskrit College, Nalbari; Nalbari Commerce College, Nalbari; MNC Balika College, Nalbari; Barbhag College, Kamarkuchi; Baska College, Mashalpur; Barkhetri College, Mukalmua; Tihu College, Tihu; Barama College, Barama; Kamrup College, Chamata; Dhamdhama Anchalik Mahavidyalaya, Dhamdhama; Gyanpeeth Mahavidyalaya; Nalbari Law College, Nalbari; D. S. R. Academy, nalbari are some premier colleges of Nalbari. Along with 28 Higher Secondary Schools, 145 High Schools, and 276 ME and MV Schools, Nalbari have massive educational infrastructure. "Kumar Bhaskar Varma Sanskrit and Ancient Studies University" is a new addition to the higher education scenario of Nalbari, which was established in 15th November, 2015. Actual Population of Nalbari district as per the Census report 2011 is 771,639 among which Male population comprises of 396,006 and Female comprises to 375,633. Population Growth is 11.99%. Proportion to Assam Population of Nalbari district is 2.47%. Sex Ratio is per 1000: 949 and Child Sex Ratio is (0-6 Age) 967. Average Literacy of Nalbari is 78.6% among which Male Literacy stands for 84.36 and Female Literacy stands for 72.57%.

This socio- educational background of Nalbari district gives ample scope to the investigator to conduct a study on Prevalence of Superstitious Belief among the Scheduled Tribe Students of Nalbari District".

Statement Of The Problem

Present problem has been stated as, "Prevalence of Superstitious Belief among the Scheduled Tribe Students of Nalbari District".

Significance Of The Study

Superstition is the fear of what is unknown and mysterious. A person believing in superstitions is always haunted by unknown fears and anxieties and loses self-confidence. Superstition is typically seen as inconsequential creation of irrational minds. People of every country believe in one or the other superstition. The mind of the people of Assam is also not free from superstitious

beliefs. A large number of witch hunting cases were reported from different parts of Assam during the last few years. A number of superstitious beliefs such as eating food at the time of solar eclipse is harmful, a number of diseases are caused by witches, rhino's horn have many medicinal values, etc. are also very much prevalent in this region. That is why, in the present study an attempt has been made to study what are the superstitious beliefs existing in our society and also finding the gender difference in superstitious behaviour of students in Assam focusing on their harmful effects of in the society

REVIEW OF RELATED LITERATURE

The review of related studies done within a very short period of time is presented below-

- **Chakraborty, S. And Gogoi, M.** (2016) carried out "A Study on Superstitious Beliefs of the Secondary School Students of Dibrugarh District of Assam". The study revealed that many superstitious beliefs still exists among the people of Dibrugarh District. The study also revealed that the rural students are more superstitious than urban students. Moreover, the students studying in English medium schools are less superstitious than the students studying in Bengali medium schools and Assamese medium schools.
- **Dayal, J.K.** (2015) "A Study of Superstitious Attitude Among Women" This study was conducted to compare the superstitious attitude of working and non working women. The sample consisted of 200 women from Ludhiana district of Punjab state. Superstitious attitude scale was used to collect data. The statistical techniques such as Mean, Standard-Deviation, and t-test were employed. The results revealed that there exists a significant difference in superstitious attitude of working and non working women but married and unmarried women possess same attitude towards superstitions.
- **Singh, B. D.** (2014) conducted a study on "Superstitions Behavior and Decision Making in Collegiate Athletes: An Illogical Phenomenon" and concluded that the individual sport group has low superstitious belief and better decision making level as compared to their counterpart dual and team sport.
- **Zad Ebrahimi, R.** (2014) studied on "Superstitious beliefs and some of its causes (Case Study: Ghachsaran Citizens)". Using the questionnaire and survey method, it was concluded that women's tendency to superstitious beliefs is much more than the men's. There is a significant relationship between religious belief and superstition belief. Social and economic status of people plays an important role in the tendency to superstition so that people with low social and economic statues have more tendencies to superstition.

Objectives Of The Study

The objectives of the present study are

(I) To study the existence of superstitious beliefs among the ST students of Higher Education level in Nalbari district.

(II) To find out is there any gender difference in superstitious behaviour of ST students in Nalbari.

(III) To find out is there any significant difference in the superstitious behaviour between Graduate and Post-Graduate students.

Hypotheses Formulated In The Present Study

Two null hypotheses have been formulated in the present study which are-

Ho1: There is no significant difference between Male and Female ST students towards superstitious beliefs

Ho2: There is no significant difference between Graduate and Post- Graduate students towards superstitious beliefs

Delimitations Of The Study

Present study has been delimited to the ST (Plan) students in higher educational institutions only.

Operational Definition Of The Concept:

Superstitious Belief:

Superstitious belief refers to one kind of belief in something which is not justified by reason, scientific attitude or evidence. Dictionary meaning of superstition is nothing but to believe in something blindly without any verification.

ST Students:

Scheduled Tribe is an ethnic tribe of people who are original inhabitants of the state of Assam. They are called as the son of soil in this land.

METHODOLOGY USED FOR THE STUDY

Method used:

Normative survey method has been used in the present study as the topic looks for what ought to be in the society so far as superstitious belief is concerned.

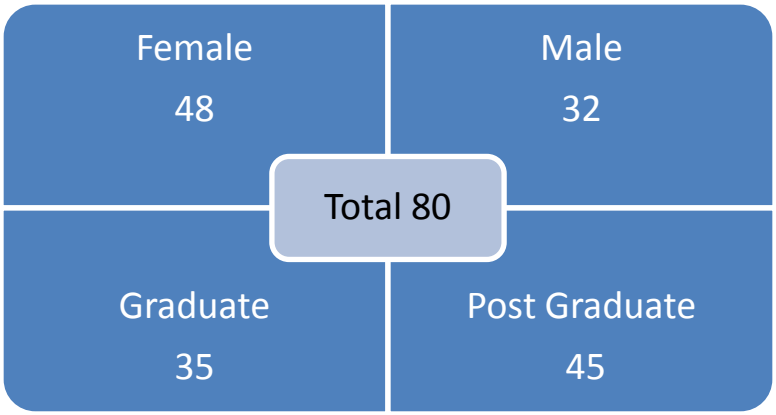
Tool used and its description:

A Self-structured questionnaire was used for collection of relevant data. Before application of the questionnaire among the respondents, experts' opinion was taken from 5 social scientists and academicians in order to validate it. At the first time total 21 items were taken by the researcher, but as per the suggestions of experts later on three more items were included in the tool. It is a three point scale containing the option of "Agree" for 3 points, "No comment" for 2 points and 1 for "Disagree". Among the total 24 (Twenty Four) items, 9 (Nine) items were positive and 15 (Fifteen) were negative. So, it increases the reliability of the tool.

Population and Sample:

University and college teachers along with their students of all higher educational institutions of Nalbari district is the population of present study. Total 80 students were selected as sample

randomly among which 32 were boys and 48 were girls. Besides, in this group, 35 students were graduates and others were post –graduates.



Statistics used for Treatment of Data:

Simple %, Table, and t-test have been applied for analysis and interpretation of data.

Analysis and Findings of Data

After collecting the relevant data for all the objectives, they were treated carefully as per nature of the objective. So, objective-wise analysis and findings can be presented in the following way-

For Objective No.1: (To study the existence of superstitious beliefs among the students of Higher Education level in Assam.)

Superstitious behaviour among the students of Higher Education of Assam can be presented in the following way-

1. 98% respondents are disagree with **Wearing of white clothes and black bindi** on forehead by a married woman is considered inauspicious
2. 65 % believe that at the time of **solar eclipse**, it is harmful to take meal
3. 72% believe that number of diseases is caused by **witches.**
4. 85.8% believe that **rhino's horn have** many medicinal value
5. 86.8% do not believe that **Brahmin Widow** should always take veg. Food
6. 75% respondents believe that seeing a **black cat on the road at journey** time is a very bad omen
7. **While leaving home, sighting a widow or a barren woman is not lucky was totally rejected by almost all the respondents which is a hope for widows to live equally in the society.**
8. 65% respondents still believe that sitting of an ow**l over the house-top is a sure sign of approaching ruin and destruction.**

9. After a man's death, his widow should not wear colorful sarees or bindis on her forehead is a superstitious belief which is no to be accepted by new generation as all the respondents **(100%) were "Disagree"** with this statement.

10. Almost all the **respondents (78 out of 80)** believe that chicken pox is a product of divine anger. They do not like to be treated by the doctors, instead they prefer worshipping goddess ***Shitla*** **for cure.**

For Objective No.2 (To find out is there any gender difference in superstitious behaviour of students in Nalbari district)

Table No. -1, Comparison of Superstitious behaviour between Male and Female students on the basis of their responses

Gender	N	M	SD	SE_D	t	df	Significance
Male	**32**	37.45	20.21	3.65	**5.9**	78	**
Female	**48**	15.88	5.24				

**Significant at 0.01 level

As the calculated t- value is greater than table value 2.58, so, it is significant at0.01 level of significance. Hence, null hypothesis is accepted.

It can be said that there is no significant difference between Male and Female towards superstitious beliefs

For Objective No.3: (To find out is there any significant difference in the superstitious behaviour between Graduate & Post- Graduate students.)

Table No.-2, Comparison of Superstitious behaviour between Graduate and Post-Graduate students on the basis of their responses

Category	N	M	SD	SE_D	t	df	Significance
Graduate	**35**	35.61	15.12	3.41	**2.85**	78	**
Post-Graduate	**45**	25.88	15.18				

**Significant at 0.01 level

As the calculated t- value 2.85 is greater than table value 2.58, so, it is significant at0.01 level. Hence, null hypothesis is accepted.

It can be concluded that there is no significant difference between graduate and Post-Graduate students towards superstitious beliefs

EDUCATIONAL IMPLICATIONS OF THE STUDY

1. It is the duty of educated people to make common people understand that superstitions should not be confused with tradition and culture
2. Educational Movies should be produced and media should take up the challenge of fighting against this evil
3. Conducting educational programmes and awareness raising camps on how miracles are not possible, will go a long way in dispelling the belief.
4. Youth practicing superstitions will hinder social progress. Insecurity makes a person vulnerable to unjust beliefs. **Its prevention is literacy and knowledge is its cure**
5. Superstitious belief is the biggest stumbling block in our path to a healthy society. There has been a tendency to blame the government and depend it for the removal of social evils. I believe the only hope lies in the youth. In this regard the teaching community have to shoulder more responsibility, to 'modernise India' so that the desirable change may occur through education

CONCLUSION

There is no distinct boundary wall between belief and superstitious belief in Indian society. Certain superstitious beliefs have been in the Indian society for such a long time that they have been taken for granted and are no more considered as evil. People leaving everything to God and remaining idle is a common culture in the Indian society. Believe is to be like that superstitions are silly and ridiculous beliefs. Everything happening has a reason and a scientific explanation. Superstitions do affect the society a lot. For example, widows are considered to bring bad luck. At one point in India, widows couldn't get shelter and received harsh treatment. They were not allowed to attend auspicious functions. Also, black cats are hunted down because of the incredibly old superstition: Black cats bring bad luck. They have as much right to live freely without being cringed at do. I think that we all should attempt to steer our minds away from society-affecting superstitions and live as though they had never been created. So, we should think very much positively over this matter so that no more widows suffer in future in the name of superstitions.

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Conflict of Interests

The author declared no conflict of interests.

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A Study of Institution Related Problems Encountered By Students at Higher Secondary Stage In Relation To Teacher, Peer Group and Management

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ABSTRACT

The present study is an attempt to find out the institution related problems encountered by students at higher secondary stage. The study was made on 400 students of higher secondary stage, studying in different degree colleges and higher secondary schools of Kamrup District of Assam. The sample for study was selected by stratified random sampling procedure. The tools used in this study were-(i) Questionnaire (ii) Interview schedule and (iii) Personal Data Sheet. The statistical techniques used for the study was Percentage. Results shows that students encounter a variety of problems related to their educational institutions. Learning difficulty, anxiety for examination, teacher behavior, dissatisfaction towards management of institution, adjustment difficulty with peer are some of the very significant problems encountered by the students at higher secondary stage.

Keywords: *Higher secondary stage, Institution related problems, Teacher, Peer Group, Management*

The teacher is the most important aspect of an educational environment. It is the teacher who determines largely the climate of a learning situation. Directly, the teacher affects the way the child feels himself, by the way he corrects behavior or by the way he interprets his academic work. Indirectly, he influences child's personality by helping him to adjust to the group and by helping the group to adjust to him.

Although in childhood the teacher is unquestionably the most important influential factor of the school environment, this is frequently not true in adolescence. Because at this time each teacher comes in contact with the student only when he teach the subject of his specialty. As a result few

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adolescents have enough contact with their teachers to be markedly influences by them. However the influence of teacher on personality development during adolescence years is important.

Adolescence generally believes that the teacher judges him. If he believes that the teacher thinks him as a poor student in the class room this will have an unfavorable influence. If he believes that the teacher dislikes him and he interprets the teacher's words and action to mean that he is rejecting than he will never be able to concentrate in the teaching of the teacher.

Another aspect of teacher's influence is how the teacher treats the adolescent students .If the teacher is interested in the adolescent and his problems and is willing to discuss them to find solution then the adolescent will be a better-adjusted person and his self-concept will be improved. This is because of the feeling of the adolescent that the teacher thinks he is important enough to devote valuable time to him. "When the student perceive the relationship with the teacher as warm and friendly, his achievements are far better than when he perceives the relationship as hostile ,punitive or rejected. Many underachievers are the product of a hostile teacher-student relationship" (Hurlock, 1976).

Teacher's influence is felt in the method he uses to motivate student to study. When he praises a student for his performance then the self-concept of the recipient will improve. In contrast, if the teacher uses blame, reproof and punishment as the ways of motivating adolescent student then the victim will think of himself as failure.

The relationship between teacher and student is determined partly by teacher's attitude towards the student and partly by student's attitude towards the teacher. Teacher's favoritism towards a few students of the class causes trouble to other students. The deprived students feel neglected and suffer in complexities. Teachers show favoritism sometimes on the basis of grades making non-achievers despair and sometimes on the basis of socio-economic background causing anxieties to others.

It is only the teacher who can maximize the student's achievement motivation, healthy competitiveness and a sense of competence by encouraging and rewarding his efforts, channelizing his willingness and learning and sparing him the pain of having attention drawn to his family and limitations.

Peer plays a crucial role in the psychological and social development of most of the adolescents. Of course, peer influences do not begin in adolescence but they are especially critical then. Adolescents are more dependent on peer relationship than are younger children. In adolescence, many years of adolescent's inner life and outward behavior become difficult to share with parents. It is with their peers that adolescents have opportunity to intimately share their problems

and experiences. Furthermore, in the peer group he can belong and find the status he so badly needs.

So far as school behavior is concerned peer group may either a positive or a negative influence. Students who are accepted by the peers have a favourable attitude towards school. This attitude is expressed in academic achievement that enabled the student to be promoted with his class-mate. As well as he is encouraged to participate in the extra curricular activities that occupies the social life of the school or college. He becomes self-confident, happy and secure. He feels free to be original and creative. He feels that he is being supported in his originality by the approval of his peers and he begins to influence other students with his academic and extra-curricular activities. Thus a low-grade student may have personal gain by the attachment with his high-grade peers.

Students who are rejected by peers develop a negative attitude towards everything in school situation and they have little motivation to do their works. In this regard Coleman(1961) rightly states that, "he will take his psychological self and energies elsewhere, leaving only a physical self in the school". A peer-rejected student is often depressed and unhappy and develops an inferiority complex. Sometime they become trouble-makers to requite for their lack of acceptance and many become truants.

Peer group influences may induce a student to neglect his studies despite strong family commitment to intellectual pursuits. Peer influences also are such which may encourage adolescent to smoke, to engage in vandalism, to be rebellious against authority, to experiment with drugs, sex and alcoholic drinks.

Along with teacher and peer, educational institutions i.e. school or colleges also play a significant role in the personality development of children. Schools and colleges are the chief determinants of what a person thinks of himself and of what his habitual pattern of behavior will be. Children spend more time in school than in any other place outside home. As they reach the adolescent years they spend more of their working time in school than in home.

It is the school where a child for the first time comes in contact with other children who are geographically remote from him and whose socio-economic and cultural background may be quite different. The school makes for the broadening of the child's social horizon, and if it is an adequate school it can play a decisive role in his learning to make a successful social adjustment. Student's learning also depends to a large extent on the management of the institution in which he is studying in. The rules and regulations of the institutions are somewhat different from each other with regard to its management.(In this study, the term "management" is used to indicate the nature of institution.)

In our state there are three types of institutions which provide higher secondary education, they are—Higher Secondary School, Degree College and Junior college. Student can enroll himself as the student of higher secondary stage in any of these three institutions. As a result students of same grade may get different experiences regarding their educational institution with regard to its management. A student receiving higher secondary education in a Higher Secondary School have to obey all the strict rules and regulations of the school education. Since they are still in school, they have been considered as children and they are highly protected by school authority. Their progress in schools being shared with their parents, their behavior always being reported to the parents and a constant vigil is being kept on their conduct. By and large, attempts are made by teachers to mould and shape them in a particular manner and hence incidents of violating school discipline are less. In school, students are in a close contact with the teachers and therefore teachers can understand the student's problem very well.

Students who come to Degree Colleges for pursuing higher secondary education find a total freedom even in regard to attending classes. In the college, students are responsible for their own behavior. There is no interaction between parents and teachers as there is in school and so parents seldom know what is happening to their wards. As the students enrolment in the Degree Colleges are very high, the relation between teacher and student is 'touch and go' type. When a student shows lower academic achievement, no special efforts are put in to improve his or her work. The teacher of a Degree College needs to teach both in higher secondary classes and degree classes which increases their teaching load and anxiety. In a Degree College, there are always senior students of degree classes with whom the higher secondary level's students need to adjust with them as newcomers. Also, students have fewer contacts with each teacher as the academic works are departmentalized here.

In the Junior Colleges students get more freedom in comparison to the students of Higher Secondary Schools and Degree Colleges. Since these colleges are meant for the higher secondary stage only, interaction between teachers and students helps both of them to understand each other considerably well. As the teachers of the Junior Colleges devoted their times for the higher secondary classes only, they have less teaching burden and have less anxiety. Students also experienced neither the problem of adjustment nor they have the problem of elder-brotherly behavior as they all are in the same standard.

REVIEW

Researches on school quality have shown that school factors are significant in explaining learner's achievement .The environment of school or college has a major role in the physical, emotional and moral development of the students. Brookover (1977) conducted a study on school climate and school achievement at Michigan and came to the conclusion that the teacher in higher achieving schools spends a large proportion of class time in instruction. Secondly,

those schools with higher achievement are likely to use more instructional activities in which groups of students are competing as team rather than individually. Etinge (1981) carried out a correlation study of pupil-teacher relationship and academic achievement. The pupil-teacher relationship was identified as consisting of two aspects-interpersonal relationship and locus of responsibility. The analysis of data showed that the sex of the student was a contributing factor of inter-personal relationship variables. All the inter-personal variables for both instruments were found to be significantly related to achievement. Upadhaya (1982) conducted a study on tribal population of Boster District in Madhya Pradesh. It was founded that each of the three aspects of class-room environment- interpersonal relationship, goal orientation and system maintenance and change was significantly related to academic achievement. Farooqui and Jones (1994) conducted a comparative study of the achievement level of students studying in schools under different educational management. Result of the study indicated that the performance of school under private management was highest while that of government's school was lowest. Shukla (1994) investigated the relationship of school factors with language and mathematics achievement of primary school students. She found that facilities for teacher, adequate class-room facilities, teaching experience of headmaster, time devoted to teaching, educational facilities available in the school had a salutary effect on the student's achievement. Ved Parkash (1996) conducted a study on educational aspirations, school adjustment and values of +2 arts and science male students in relation to school environment. Results of the study confirmed that students belonging to rich school environment were significantly better adjusted than those coming from poor school environment and there was a positive and significant relationship between school environment and school adjustment. Suneetha and Mayuri (2000) conducted a study to find out the effect of nine selected school factors on the scholastic success of IX and X grade children of Hyderabad The result indicated that school factors like experienced and trained teachers, good moral of the teacher, teacher-student interaction were observed to be contributing for child's high academic achievement.

Objective

- To identify the institution related problems encountered by higher secondary students.
- To find out the problems encountered by higher secondary students in the context of---
- Teacher
- Peer group
- Management

METHODS

Sample

The present study was conducted on 400 students of XI standard selected by using stratified random sampling procedure from 46 Degree Colleges and 46 Higher Secondary Schools of Kamrup District of Assam. (The Junior Colleges of the district which also provide higher

secondary education are omitted from the study due to lack of homogeneity in regard to management, standard of teaching, medium of instruction etc.)

Tools

For this study only Self-Structured tools were used. They are--

I) Questionnaire
2) Personal Data Sheet
3) Interview Schedule

Data Collection

After getting the permission from the Heads of the concerned institutions, data was collected during working hours. The tools were conducted at the ease of the students so that more reliable result could be obtained.

Data Analysis

In order to analysis of data Percentage was used to facilitate relative comparison between the groups.

INSTITUTION RELATED PROBLEMS:

In order to identify the institution related problems self-structured tools were used and the responses were sorted out and placed in appropriate tables. The problems that are felt by more than 25% of students were identified as 'Intensively Felt' problems for the study and problems felt by less than 25% of the students were identified as 'Mildly Felt' problems. Various kinds of problems, number of students and percentage of students are shown in table-1

Table_1 Institution Related problems (Intensively Felt)

Problems	HSS(N=200)		DCS(N=200)		Total Students(N=400)	
	No. of Students	%	No. of Students	%	No of Students	%
1.Worry about examination	158	79	154	77	312	78
2.Favouritism of teacher	141	70.5	159	79.5	300	75
3.Fear of success not coming up to the parental expectation	121	60.5	148	74.0	269	67.25
4.worry for future occupation	153	76.5	159	79.5	312	78

Problems	HSS(N=200)		DCS(N=200)		Total Students(N=400)	
	No. of Students	%	No. of Students	%	No of Students	%
5.Lack of decisiveness	136	68	127	63.5	263	65.7
6.Lack of concentration	107	53.5	84	42	191	47.75
7.Fear of failure	110	55	91	45.5	201	50.25
8.Disturbance by opposite sex	103	51.5	102	51	205	51.25
9.Hesitation before brilliant students	105	52.5	110	55	215	53.75
10.Joining a wrong course for lack of guidance	98	49	87	43.5	185	46.25
11.Adjustment difficulty with classmate	80	40	95	47.5	175	43.75
12.Illness during examination	85	42.5	91	45.5	176	44
13.Subjects are not of own choice	55	27.5	73	36.5	128	32
14.Inability to follow lesson	55	27.5	56	28	111	27.75

(HSS—Higher secondary student, DCS—Degree college Student, N—Number of student)

Table-1 represents 'intensively felt institution related problems' of the students. Responses of Higher Secondary School's students (HSS) and Degree College's students (DCS) are shown separately in the table. The table shows how Higher Secondary School students and Degree College students differ in facing institution related problems. Problems like, 'favouritism of teacher', 'fear of success not coming up to the parental expectation' is higher in case of Degree College's students, while problems like 'lack of concentration',' fear of failure', 'joining a wrong course for lack of guidance' are found higher in case of Higher Secondary School's students. It is seen that problems like 'worry about examination' and 'worry for future occupation' are identified as high scored (78%) institution related problems encountered by the students of higher secondary stage. In case of other problems the two group's i. e. HSS and DCS does not differ much.

Table –2 represents 'mildly felt institution related problems of higher secondary level's students. Numbers of respondents of Higher Secondary School students (HSS) and Degree College students (DCS) were shown separately in the table. The table has shown that problems like 'lack of intimate friend'; 'dislike school/college' is higher in case of students of Higher Secondary

School; while problems like 'no encouragement from teacher', 'no understanding with teacher', 'class miss for peer group' is higher in case of students studying at Degree College. 8.5% students of Degree Colleges reported that they have problem of 'language difficulty', whereas students of Higher Secondary School reported that they have no such problem.

Table—2 Institution Related problems (Mildly Felt)

Problems	HSS(N=200)		DCS(N=200)		Total Student (N=400)	
	No. of student	%	No. of Students	%	No. of Students	%
1.Unsuitabe curriculum	22	11	21	10.5	43	10.75
2. Dislike school/college	31	15.5	11	5.5	42	10.5
3.Lack of intimate friend	34	17	18	9	52	13
4.Teacher's aggression	12	6	13	6.5	25	6.25
5.Teacher's dominance	16	8	14	7	30	7.5
6.No encouragement from teacher	9	4.5	15	7.5	24	6
7.No understanding with teacher	7	3.5	21	10.5	28	7
8.Language difficulty	----	----	17	8.5	17	8.5
9. Like to tease other	14	7	13	6.5	27	6.75
10.Class miss for peers	10	5	40	20	50	12.5

(HSS—Higher Secondary School Student, DCS—Degree college Student, N-Number of student)

As per objective of the study the Institution Related Problems were also analyzed in the context of 'teacher' 'peer group' and 'management' from table-1 and table-2.

a) The Institution Related Problems identified in the context of teacher:

1. Favouritism of teacher (75%)
2. Teacher's aggression (6.25%)
3. Teacher's dominance (7.5%)
4. No encouragement from teacher (6%)

5. No understanding with teacher (7%)

Problems like 'favouritism of teacher' and 'no understanding with teacher' is higher in case of the students of Degree Colleges.

b) The Institution Related Problems identified in the context of peer group:

1. Hesitation before brilliant student (53.75%)
2. Disturb by opposite sex (51.25%)
3. Adjustment difficulty with class mate (43.75%)
4. Class miss for peer (12.5%)
5. Lack of intimate friend (13%)
6. Like to tease other (6.75%)

Problems like 'hesitation before brilliant student', 'adjustment difficulty with class-mate', 'class miss for peer' is higher in case of the students of Degree Colleges, While problems like 'lack of intimate friend' is higher in case of Higher Secondary Schools.

c) The Institution Related Problems identified in the context of management:

1. Unsuitable curriculum (10.75%)
2. Dislike school/college (10.5%)

The problem of 'dislike school/college' is higher in case of students of Higher Secondary Schools.

CONCLUSION

The study indicated that students encountered a variety of problems related to their educational institutions at the higher secondary stage.

--'Worry about examination', 'fear of success not coming up to the parental expectation',' worry for future occupation', 'lack of decisiveness', 'lack of concentration', 'fear of failure', 'joining a wrong course for lack of guidance', 'illness during examination', 'subjects are not of own choice', 'inability to follow lessons' are some of the very significant problems faced by the students at this stage.

--Students identified some problems, which are specifically related to 'teacher'. These are- 'favouritism of teacher', 'teacher dominance', 'teacher aggression', 'no encouragement from teacher' and 'no understanding with teacher'.

--There are some problems which are related to peer group, such as- 'hesitation before brilliant students', 'disturb by opposite sex', 'adjustment difficulty with class-mate', 'class miss for peer', 'lack of intimate friend' and 'like to tease other'.

--Though negligible in the importance of study, students reported two problems related to management of educational institution; these are- 'unsuitable class-room' and 'dislike school/college'.

--The percentage of students having problems is nearly equal in both types of institutions.

It is apparent from the study that in a school or college situation most students meet problems in some area of school or college life. Kakkar (1964)', Etinge (1981) and Suneetha and Mayuri (2000) also viewed that students problems are not unitary. These are interrelated to the behavior of parents, teachers, peer group and authority of institution and to a great extent it is related to the academic atmosphere provided to them.

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Conflict of Interests

The author declared no conflict of interests.

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Coping as Predictor of Organizational Commitment of Police Employees

Abhay Pratap Singh[1]*

ABSTRACT

The present study investigate the impact of coping strategies on organizational commitment of employees working at different hierarchical level i.e., police officers, sub-inspectors and constables. A sample of 240 employees working at different hierarchical level was assessed on the measures of coping scale and organizational commitment questionnaire. Step-wise multiple regression analysis revealed that a different set of predictors of organizational commitment was obtained for employees working at deferent hierarchical level. On police officers, positive reframing, planning and use of instrumental support coping strategies played as favorable role for increasing commitment level. However, religion played favorable role for uplifting the level of commitment of police sub- inspectors. But coping strategies had no significant favorable role on commitment of constables. However, maladaptive coping strategies were played unfavorable role for increasing the level commitment in all cadre of police employees. Results have been discussed in the light of personal and organizational factors.

Keywords: *Predictor, Organizational, Police Employees*

Police employees of all cadres are trained to provide us security and protect our rights and maintain law and order in the society. They are problem solvers for any piece of population. For that they have to control their emotions at work situation and avoid some social and personal roles to fulfill the given responsibilities. They have undesirable schedule in their profession and this undesirability decreases the level of commitment towards organization. Besides, consistence failure in coping with routine excess and problematic work pulls down the commitment level of police employees. Thus, there is need for using best coping strategies of every employee for well performance and commitment.

In the present scenario, highly committed and skilled employees play an important role in every organization. Committed employees think straight and synergistically, and this aids them in

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evolving effective strategies and unblocking the organizational potential for problem solving. The psychological bond between employee and employer is very important predictor of work related attitudes and behaviors (Mathieu and Zajac, 1990; Meyer, Stanley, Herscovitch and Topolnytsky, 2002; Mowday, Porter and Steers,1982; Van Dick, 2004). Research showed that employee with stronger organizational commitment find work more meaningful a are more determined to work well even in difficult situations (Ion and Huang, 2007; Sinclair, Tucker, Cullen and wright, 2005). Meyer and Allen,(1991,1997) and Meyer and Herscovitch (2001) compiled a list of definitions of organizational commitment and analyzed the similarities and differences. The similarities served as the basis for a definition of what they consider the 'core essence' of commitment: Commitment is a force that binds an individual to a course of action that is of relevance to a particular target' (Meyer and Herscovitch, 2001). Although approaches to the definition of organizational commitment vary considerably, certain trends are evident. The various definitions share a common theme, which indicates that organizational commitment is a liking of individual to the organization.

In the present study coping is considered as second variable. Lazarus and Folkman (1984) defined 'Coping is a person's constantly changing cognitive and behavioral effort to manage specific external and/ or internal demands that is appraised as taxing or exceeding the resources of the person.' Cohen and Lazarus (1979) suggested five main tasks of coping; to reduce harmful environmental conditions and enhance prospects of recovery, to make positive self image, to maintain emotional equilibrium and to continue satisfying relationship with others.

The relationships between various personal factors and organizational commitment have probably been more widely studied. Commitment has been shown to be positively related to age (Angle and perry,1981; Meyer and Allen, 1984; Morris and Sherman, 1981; Steers, 1977) and tenure (Buchanan, 1974; Meyer and Allen , 1984; Mottaz, 1988; Mowday, Steers and Porter, 1979; Singhal and Sood, 1981). Mathieu and Zajac (1990) found medium positive correlation between age and commitment. Studies show that work values, need and outlooks change as the employees grow older. Career stage brings differences in promotion opportunities and retirement benefits (Super, 1980). There are many studies which examined the effect of employee's age on various job attitudes. A study conducted by Sharma and Kapoor (1978) revealed that age and length of service were positively associated with job involvement. Sharma and Sharma (1978) reported similar findings of an association between job involvement and age and service period. Das (1983) pointed out that length of service is positively correlated to job involvement. Pandey and Mandal (1990) found that older employees were more satisfied than younger ones.

Besides, the literature suggests that an employee's personality and attribution processes may be an important antecedent to commitment. Employee's locus of control and coping are most important personal antecedents to commitment. Singh (2010) opined that active and adaptive related coping strategies were positively linked with all component of organizational

commitment. Tiwari (2006) found close linkages between coping and organizational commitment. Another studies, it has been found that there is positive relationship between the personal attribution of internality and organizational commitment (Achamamba and Gopikumar, 1990; Spector, 1982). Studies reveal that locus of control is associated with various other job attitudes. It has been found that those who have an internal locus of control expressed higher job involvement (Pathak, 1982). Padaki (1982) found that internals are more satisfied with their job. Kulkarni (1980, 1983) also reported negative relationship between externality and job satisfaction among officers. Suman and Srivastava (2012) also reported major impact of various personal and organizational characteristics on organizational commitment of employees working at different hierarchical level.

Above reviews of literature suggest that a number of studies have been conducted examining the relationship between organizational commitment and personal factors in different occupational settings. But relative contribution of coping strategies on overall organizational commitment across different hierarchy of police personnel is rarely investigated issue in context of Indian Police. The present study is a modest attempt in this direction.

Objective

To find out the relative contribution of coping strategies on overall organizational commitment across various hierarchy of police employees

Hypothesis

Based on the above objective following hypothesis has been developed

- Certain coping strategies would emerge as significant predictors of overall organizational commitment of police personnel.

METHOD

Participants

The study was conducted on police department of Gorakhpur Zone. A total of 240 male police personnel participated as respondents from three cadres i.e., officers, sub inspectors and constables. Stratified random sampling technique was used in the present study. The sample was taken from the different police stations, traffic office, fire stations, PAC offices etc. of Gorakhpur Zone (India), as well as employees and officers of all offices of higher authorities were also participated.

Measures

Cope Scale: This scale, developed and standardized by Carver, Scheiver and Weintraub (1989) was applied to assess coping styles and strategies of police personnel. This scale includes 15 coping strategies to measure three types of coping styles i.e., active, adaptive and maladaptive coping.

Organizational Commitment Scale (OCS): The revised scale of organizational commitment (Allen & Meyer, 1990a) was used to ascertain the level of organizational commitment of police employees. The original scale comprises of 8 items each (Allen & Meyer, 1990a) on the three dimensions. The revised scale comprises of 6 items on each of the three dimensions and hence, consists of 18 items. To adapt in Indian culture the English version of the Meyer, Allen and Smith (1993) scale was translated in Hindi and finally, Indian adaptation of organizational commitment scale, made by Khan and Mishra, (2002) was used in this study. This scale contains three components of commitment i.e. Affective, Continuance and Normative.

Originally, the scale was 7 point Likert Scale. The scaling was changed into 5 point scale with anchors labeled (5 = strongly agree and 1 = strongly disagree). There were four negatively worded items, three in affective commitment and one in normative commitment sub-scales. The negatively worded items are to be scored in reverse order i.e., 5, 4, 3, 2, 1 order. The responses of the identified items were added to generate dimension wise and overall organizational commitment. Thus, the possible score for commitment sub scale would be 6 to 30 and for overall organizational commitment scale from 18 to 90. High score indicates high level of agreement and low score indicates low agreement on commitment dimensions in the organization.

Procedure

Respondents were contacted at their workplaces. They were introduced about the problem of the study. Each participant was promised that his personal views and information would not be disclosed at any cost. After receiving the initial willingness of the respondents to participate in the study, their background information's were collected on the basis of Personal Data Sheet (P.D.S). Then, they were requested to respond on organizational commitment scale and as they completed their responses on this scale again they were requested to respond on coping scale. As soon as, they completed their responses on above said measures, filled measures and answer sheets were collected and respondents were thanked for participation. Answer sheets were scored according to defined rules as given in manuals. Obtained scores were analyzed with the help of SPSS 17^{th} version.

RESULTS

To examine the relative effect as well as the direction of the effect of coping responses on organizational commitment of three hierarchical groups of employees, step – wise multiple regression analyses were used. In the step-wise multiple regression analysis, the contribution of a given predictor is determined by partial out the effect of remaining predictors. Thus, in this strategy the relative importance of predictors depends on its independent contribution to the criterion. The proportion of variance in the criterion, which is jointly explained by two or more predictors, is not considered in this process. In such analysis, the relative strength of predictors and their direction of contribution are determined by standardized regression co efficient. Apart

from this, the aforesaid analysis also gives information regarding the joint contribution of the predictors (the value of R^2) in the criterion.

The Relative Strength of Coping Strategies in Predicting Organizational Commitment of the Police Officers

In order to examine the relative contributions of coping strategies on organizational commitment of police officers, step-wise multiple regression analyses were computed. Obtained results have been recorded in Tables.

Table 1: Step- wise multiple regression analysis for commitment of police officers on to the coping responses

Predictor Variables (Dimensions of coping)	**Criterion** (Overall Commitment)					
	R	**R^2**	**R^2 Change**	**Beta β**	**t**	**F**
Humor	.765	.586	.586	-.765	-.10.500	110.260**
Drug	.833	.694	.108	-.351	-5.208	87.156**
Positive Reframing	.847	.718	.024	.189	2.553	64.438**
Planning	.866	.751	.033	.218	3.151	56.490**
Use of Instrumental Support	.898	.806	.055	.267	4.573	61.370**
Behavioral Disengagement	.919	.844	.038	-.223	-4.233	65.820**
Denial	.940	.883	.039	-.222	-4.916	77.771**
Focus on and venting emotion	.946	.895	.012	.152	2.827	75.654**

Examination of the standardized regression coefficients are shown in table suggest that Humor was the negatively most dominant predictor (β= -.765, R^2= .586) of normative commitment followed by drug (β= -.351, R^2= .694) behavioral disengagement (β= -.223, R^2= .844) and denial (β= -.222, R^2= .883). However, positive reframing (β= .189, R^2= .718), planning (β= .218, R^2= .751), use of instrumental support (β= .267, R^2= .806) and focus on and venting emotion (β= .152, R^2= .895) contributed positively. Though independently Humor explained 58.6%, drug explained 10.8%, positive reframing explained 2.4%, planning coping explained 3.3%, use of instrumental support explained 5.5%, behavioral disengagement explained 3.8%, denial explained 3.9%, and focus on and venting emotion explained 1.2% in criterion variables . But the composite contribution of these variables was found 89.5% variance on overall commitment of police officers.

Table 2: Step- wise multiple regression analysis for commitment of sub-inspectors on to the coping responses

Predictor Variables (Dimensions of coping)	**Criterion (Overall Commitment)**					
	R	**R^2**	**R^2 Change**	**Beta β**	**t**	**F**
Drug	.323	.104	.104	-.323	-3.014	9.085**
Religion	.432	.187	.083	.300	2.796	8.848**
Denial	.489	.239	.052	-.245	-2.281	7.955**

Regression results revealed that overall commitment was also predicted by three factors. Drug was negatively contributed (β= -.323, R^2= .104), followed by denial (β= -.245, R^2= .239).whereas religion coping predicted positively (β= .300, R^2= .187). Though independently drug explained 10.4%, religion explained 8.3% and denial also explained 5.2%. But the composite contribution of these variables was found 23.9% variance on overall commitment of sub-inspectors.

Table 3: Step- wise multiple regression analysis for commitment of constables on to the coping responses

Predictor Variables (Dimensions of coping)	**Criterion (Overall Commitment)**					
	R	**R^2**	**R^2 Change**	**Beta β**	**t**	**F**
Behavioral Disengagement	.347	.120	.120	-.347	-3.268	10.682**
Focus on and venting emotion	.416	.173	.052	-.232	-2.209	8.047*

Results revealed that overall commitment was also predicted by two factors. Behavioral disengagement was negatively contributed (β= -.347, R^2= .120), followed by focus on and venting emotion (β= -.232, R^2= .173). Though independently behavioral disengagement explained 12% and focus on and venting emotion explained 5.2%. But the composite contribution of these variables was found 17.2% variance on overall commitment of constables.

DISCUSSION

In the present study an attempt was made to examine how and to what extent fifteen coping strategies are important in determining the organizational commitment of police employees. Basically, these employees were categories under three cadre i.e., officers, sub – inspectors and constables. Positive reframing, planning and use of instrumental support contributed maximum favorably, however humor, drug, behavioral disengagement, denial and focus on and venting emotion played unfavorable role in making organizational commitment for police officers. Whereas, religion predicted positively but drug and denial coping strategies significantly

predicted negatively to organizational commitment of sub- inspectors. Furthermore, in constables group behavioral disengagement and focus on and venting emotion contributed very negatively to orient high organizational commitment level.

The obtained results of the present study was found that officers were using maximum active and adaptive related coping strategies as compared to sub- inspectors and constables.

Present finding was supported by earlier researches (Cohen, 1992; Tiwari, 2006; Tiwari & Mishra 2008; Suman & Srivastava, 2012; Singh, 2010). Since coping is a cognitive variable and commitment is considered as a motivational factor, thus a close linkages between both factors is very natural and would reflect in the behavioral tendency of employees. Coping increases the level of commitment of every cadre of employees, which in turn exercise favorable impact on personal growth of employees and organization too. Cohen (1992) reported that employees holding higher status, the relationship with the organization could be characterized as an exchange relationship. These employees will be committed to the organization only if the organization meets their expectations relating to their job and occupations. These aspects may include specific features of the job, such s autonomy un ambiguity in job role, features of the organizational structure, such as decentralization and better flow of organization communication, and positive work experiences, such as effective leadership. Higher level employees want more autonomy in their job, and opportunity to use their skills and potential in their work. This could be possible only when there would be better job characteristics and adequate organizational structure .The quality of organizational process has a significant impact on commitment to organization. Singh (2010) reported that active and adaptive coping strategies of police employees were significant favorable predictors on organizational commitment of police employees. Tiwari (2007) reported active and adaptive coping strategies played a significance role for making high commitment level towards organization. Shahnawaz and Jafri (2009) explored psychological capital / capacities as a predictor of organizational commitment between public and private sector organizations. The results are also supported by the earlier work of Hurter (2008) who found that professional commitment that is conceptually similar to the organizational commitment was positively related with self efficacy. The results are also revealed that the employees, who have higher level of self efficacy, have higher level of employee commitment. Active and adaptive coping strategies are mostly near with self efficacy. Akhtar Saleem et al (2013) reported that self efficacy as a predictor of organizational commitment of bank employees. Luthans and Youssef (2007) found that organizational commitment is positively related with hope, optimism nd resilience whereas Hurter (2008) and Sinha, Talwar and Rajpal (2002) found self efficacy as positive correlates of organizational commitment. Bogler Somech's study (2004) that found self efficacy as significant predictor of organizational and professional commitment. Another studies, it has been found that there is positive relationship between the personal attribution of internality and organizational commitment (Achamamba and Gopikumar, 1990; Spector, 1982). Studies reveal that locus of

control is associated with various other job attitudes. It has been found that those who have an internal locus of control expressed higher job involvement (Pathak, 1982).

Therefore, it may be said that there is need to use more active and adaptive coping strategies for making high commitment level of constables and sub-inspectors towards organization. Whereas, officers should maximize their active and adaptive related strategies for creating commitment level. Although, employees of all cadre should avoid for using their maladaptive related coping strategies. Finally, it can be clearly proved the pervasive impact of coping in promotion of organizational commitment in police employees is justified on the basis of present findings.

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